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IN THIS ISSUE

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Education Bills Before Congress • University of the Woods • Our Presidents
Negro Education Conference • Education's Competitors • Arbor Day Aids

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

The Office of Education,
U.S. Department of the
Interior, Washington,
D.C., for published
information on—

Nursery-Kindergarten-
Primary Education

Elementary Education

Secondary Education

Colleges and Professional
Schools

School Administration

School Finance

School Legislation

Exceptional Child
Education

Rural School Problems

School Supervision

School Statistics

School Libraries

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School Building

Rehabilitation

Negro Education

Commercial Education

Home Economics

Radio Education

Vocational Education

Parent Education

Physical Education

Teacher Education

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Industrial Education

Educational Tests and
Measurements

Foreign Education

Adult Education

Agricultural Education

SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems," and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes *SCHOOL LIFE*, a monthly service, September through June. *SCHOOL LIFE* provides a national perspective of education in the United States. Order its service for 1 year by sending 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, 85 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to *SCHOOL LIFE* to Editorial Division, Office of Education, U.S. Department of the Interior, Washington, D.C.

An inspiration of the frontispiece photograph in the N.E.A.'s 12th Yearbook of the Department of Superintendence, the cover illustration for this issue was drawn by Warren Ferris of the Government Printing Office.

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NEW CIRCULARS

(Single Copies Free)

A Selected and Annotated Bibliography on Education During the Depression, Particularly Emphasizing Economics, Circular No. 118.

Public Education During the Past Year and Prospects for the Coming Year, Reported in July 1933 by 38 States, Circular No. 119. (Reprint.)

Foreword Outlook in Higher Education for 1933-34, Circular No. 121. (Reprint.)



OFFICE OF EDUCATION
United States Department of the Interior

University of the Woods

THOUSANDS of them used to ride freight trains. Thousands of them went to high school or college in days past. Thousands of them were respectable wage earners, until prosperity went around the corner.

But today they're all students together, in America's 1,468 C.C.C. camps, active and enthusiastic participants in the most interesting, practical, informal educational experiment ever attempted on a Nation-wide scale.

And what are the 300,000 C.C.C. boys studying? Hundreds of courses, many of which are not found in our leading colleges and universities. Subjects range from elementary reading, writing, and arithmetic, to such difficult and advanced courses as Chinese history, taxidermy, aeronautics, dam and bridge construction, motor mechanics, refrigeration, archeology, and navigation.

A quick review of the several latest issues of *Happy Days*, C.C.C. weekly newspaper, reveals the extraordinarily wide variety of educational activities under way. The young men have spelling bees. They travel as far as 44 miles to attend night classes. They learn by lecture, lantern slides, motion pictures, radio, conversation, debating, and general discussion.

The War Department is charged with the responsibility for establishing an educational program in the camps. In performing this task they have called upon the Office of Education for advisory service in the selecting of educational advisers and in planning a program which will meet the needs of the men enrolled.

Commissioner of Education George F. Zook named Dean Clarence S. Marsh, of the University of Buffalo, as educational director of the new C.C.C. camp education program.

The Federal Office of Education is appointing and sending to the camps 1,468 educational advisers. These men, selected from nominations by State committees including directors of agricultural extension, university extension directors, and vocational education directors, have been chosen on the basis of training and experience. Their task will be to help with and extend the educational activities already inaugurated by the Army, National Park Serv-

★ THE CCC Educational Program Gathers Headway as Educational Advisers are Selected for the 1,468 Camps

ice, and Forest Service men now with the Civilian Conservation Corps.

A handbook prepared by the Office of Education gives suggestions for the development of C.C.C. educational programs. The program is expected to "develop each man's powers of self-expression, self-entertainment, and self-culture, as well as his pride and satisfaction." It is hoped also that the new education will "develop in each man an understanding of the prevailing social and economic conditions so that he may cooperate intelligently in improving these conditions." Other aims of the program are "to preserve and strengthen good habits of health and of mental development", and "to develop an appreciation of nature and of country life."

C.C.C. camp educational advisers are not to be schoolmasters or school teachers, as most of us think of teachers. Instead they are to be regarded as counselors who talk with the young men and lead them to develop themselves rather than preside over classes.

Guidance for each individual student is urged. And there will be much informal

study, reading, and discussion. Such tasks as book assignments to be prepared or turned in at specified times are not in the picture. The young men are allowed perfect freedom of activity and thought and plenty of time to work out their own problems in the field of endeavor which most interests them.

Hobbies, individual reading, round-table discussion, and camp-fire activity are encouraged in the camps, rather than class work, assignments, and recitations. The conference system of having those who know something about a subject, from past experience, tell others, is also to be widely used. Use of motion-picture facilities, utilization of the radio, magazines, and newspapers, as well as books, will help to make the new C.C.C. educational programs more effective.

Some of the courses already being studied in C.C.C. camps are: English literature, composition, American history, science, geography, civics, current events, bookkeeping, mathematics, arithmetic, trigonometry, spelling, government, business administration, algebra, sociology,



The twelve directors of the C.C.C. educational program. Seated, from left to right, are Dr. George F. Zook, U.S. Commissioner of Education; Dr. Clarence S. Marsh, chief C.C.C. educational director, and George Gant, assistant to Dean Marsh. Standing, from left to right, are the nine corps area educational advisers: Nat T. Frame, L. W. Rogers, Kenneth Holland, Carroll A. Edson, T. G. Bennett, J. B. Griffing, Malcolm G. Little, Thomas H. Nelson, and Silas M. Ransopher.

economics, Spanish, German, French, geology, penmanship, shorthand, type-writing, music, tree surgery, plumbing, zoology, botany, journalism, commercial and patent law, photography, taxidermy, psychology, chemistry, Chinese history, blueprint reading, salesmanship, road construction, physiology, hygiene, furniture making, motor mechanics, map making, boxing, baking, agriculture, debating, Constitution of the United States, illustrated history, State history, drafting, woodcraft, electricity, dramatics, refrigeration, show-card writing, cooking, blacksmithing, carpentry, first-aid, forestry, motion-picture projection, archeology, light plant operation, engineering, surveying, sanitation, aeronautics, navigation, leadership, bugling, astronomy, and radio.

—★—
JOHN H. LLOYD

Headquarters of Dean Marsh, educational director of the C.C.C. Camps, is the Federal Office of Education in the Hurley Wright Building, Washington, D.C. Further issues of *School Life* will contain C.C.C. camp education notes prepared each month by Dean Marsh himself.

For University Credit

CORRESPONDENCE courses carrying college credit are being offered to young men in the C.C.C. camps by the University of Wisconsin. With the cooperation of Malcolm G. Little, Sixth Corps Area adviser and former assistant dean of the extension department of the university, a pamphlet, "What of Your Leisure Hours?" has been prepared, listing courses which are available. These include high-school subjects, business courses, vocational subjects, and courses with cultural aims. The university has made an average reduction of 37 percent in the cost of correspondence courses to C.C.C. campers. Copies of the booklet are being distributed to the camp advisers.

CWA Millions Aid Schools

WHAT the good fairy did for Cinderella the C.W.A. has done for a great many American schools that were equally needy.

How much of the \$450,000,000 allotted for Civil Works was used to employ painters, carpenters, and other unemployed craftsmen on school repair and renovation will never be known. Projects were approved locally. But reports reaching the Office of Education indicate that public schools were favored. In Minneapolis, alone, more than \$2,000,000 of C.W.A. expenditures went for school improvement.

Typical reports are these:

Pueblo, Colo.—Civil Works laborers are completing school projects including construction of a regulation racing track, leveling school building site, painting and renovating school buildings (January 13).

Raleigh, N.C.—North Carolina has blazed a new trail for the C.W.A. in proposing a health education park center for every rural county in the United States. In 2 weeks half of North Carolina's hundred counties had offers of the park centers as donations and had committees of representative leaders preparing park projects (December 24).

Passaic, N.J.—Board of education appropriates \$4,000 for materials so that

\$30,000 in C.W.A. wages can be paid for labor on school improvements (January 9).

Decatur, Ill.—County C.W.A. administration has been asked to authorize \$10,000 in wages to employ at least 25 painters for redecoration of public schools (January 3).

Jacksonville, Fla.—Granting of 13 requisitions for material for Duvall County school system C.W.A. projects lends impetus on work of more than 50 projects (January 5).

Minneapolis, Minn.—The school board today instituted a move to complete a \$3,000,000 program for thorough rehabilitation of all city school buildings. All but \$350,000 would be obtained through the C.W.A. (January 16).

Canton, Ohio.—Three additional county school projects were started this week. They include repairing buildings, grading athletic fields, etc. (January 12).

New York, N.Y.—Mural designs for 26 schools are under way . . . The popularization of art through painting of murals in schools, hospitals and other public buildings has been somewhat analogous to the popularization of symphonic music and opera by radio . . . 1,977 works of art have been created. (March 10, 1934).

Nation-wide News

Gratitude

Mill hands in Georgia have sent to President Roosevelt an expression of their gratitude for the opportunity that has come to them to go to school. They wrote: "The plans of the N.R.A. of having a shorter work week are giving us a golden opportunity of attending school and getting an education which for various reasons was cut short during our childhood days."—*From letter to White House.*

Teachers Borrow

The Detroit Teachers Credit Union is celebrating its ninth anniversary. More than 2,100 have borrowed 2 million dollars at low interest rates, and the losses of the organization do not exceed 1½ percent.—*The D.T.A. News, Detroit, Mich.*

Rich County

The Richmond County (Ga.) Board of Education boasts of a half century record of meeting all pay rolls promptly and reports that it now has \$121,000 cash on hand. It is one of the few counties in the State which has paid its teachers in full for services to date.—*New York Times.*

Museum Interest

A method of evaluating public interest in museum rooms has recently been devised. The "interest coefficient" is found by dividing the average visitor's time by the time it takes to walk through the room. By checking public interest in certain rooms it is possible to improve museum service.—*Museum News of the American Association of Museums.*

Radio Listeners

More than 135,000 persons in Houston, Tex., "listened in" to a series of lectures on American Education Week, according to a census taken through the schools. Houston's population is 300,000.—*Letter to the Editor.*

Travelers

The 833 pupils of Trinity High School, Washington County, Pa., travel a total of more than 6,700 miles each day to attend school, a sufficient distance to carry one of them from Maine to California and back.—*Pennsylvania Public Education Bulletin.*

Prosperity in California

In Fresno, the teachers' salaries have been restored to last year's levels, the 10 percent cut made in May having been found unnecessary. The Modesto Board of Education recently raised the contracts of all certified employees.

BEN P. BRODINSKY

Recovery Program News

OF THE 4,000,000 persons put on pay rolls through C.W.A. and F.E.R.A. projects during the past few months, it is estimated that 242,000 were women employed to do both skilled and unskilled work. This means that 1 of every 16 persons getting employment in the national recovery program is a woman. It is also estimated that of the 40,000 persons employed in the emergency educational program to teach others, between 25,000 and 30,000 were women.

Student loans

The women's division of the Federal Emergency Relief Administration reports that more college boys are taking advantage of the opportunity to receive loans to continue their education than girls. The recent F.E.R.A. ruling requires an equitable distribution of loans between sexes, allocating jobs between young men and women in proportion to the enrollment of each. This ruling will be strictly enforced, it was reported at headquarters at the time of going to press. Office of Education records reveal there are 6 boys to every 4 girls in our institutions of higher learning.

The night letter of February 16 sent out by Harry L. Hopkins, F.E.R.A. Administrator, which specified the dropping of employees from civil works and Civil Works Service pay rolls effective February 23, read also:

"Reductions to be made in educational program and any other Federal projects will be ordered through Federal departments and you will be notified."

This letter went to State emergency relief administrators. If any changes are made in the F.E.R.A. educational program, the Federal Office of Education will announce them, through notices to State, city, and county superintendents of schools, and heads of colleges and universities. Reports will also be carried in *SCHOOL LIFE*.

Workers' education

State superintendents of education have received from F.E.R.A. headquarters a memorandum of policies to guide the organization and instruction of workers' education classes for unemployed teachers. City and county superintendents should

★ REPORTS of Progress and Helpful Suggestions for the Emergency Educational Program in Your Community

also know of this movement to "instruct unemployed and other adults who are in need of further general educational activities to make them well-informed, responsible, and self-supporting citizens."

A national conference on workers' education held in Washington, D.C., was sponsored cooperatively by the Department of Labor and the Office of Education to discuss workers' education and to help stimulate the movement which offers to men and women workers in industry, business, commerce, domestic service, and other occupations an opportunity to train themselves in clear thinking through the study of those questions closely related to their daily lives as workers and as citizens.

More than 40 leaders in education and labor circles who attended the conference heard Secretary of Labor Perkins say, "Adult education must take into consideration what grown-up people want of what the world provides. . . . Grown-ups want a different kind of education. They want to go to someone who knows more about the subject than they do. But they also want to find out things for themselves."

Repair booklet

City and county superintendents of schools are evidently finding good use for a pamphlet recently sent out from the Office of Education on "Repairing and

[Continued on page 146]

Projects

WHAT are some of the types of work projects for women in operation in the various States? Following are some reported to F.E.R.A. headquarters. While these are projects reported for women workers, men have also been employed on many of these projects which come close to education:

- | | |
|--|---|
| Office work. | Making household supplies, furnishings, and clothing. |
| Desk service in libraries. | Preparation of illustrative material for use in home economics classes. |
| Cataloging, rebinding, indexing, cleaning, and oiling books. | School lunches. |
| Inventory of books. | Arts and handicraft shops. |
| Extension education. | Rural school-teacher helpers. |
| Museum guide service. | College student assistance. |
| Art gallery guide service. | Fire-prevention education. |
| Teaching naturalization classes. | Study of health habits of grade-school children. |
| Music teaching. | Negro survey: Occupation, school attendance, living conditions. |
| Census of unemployed youths 18 to 20 years old. | Census of school children. |
| Study of relative merits of large and small public-school classes. | Study of juvenile delinquency factors. |
| Curricula study for dull normal children. | School dental clinics. |
| Study of occupations of 1931-33 high-school graduates. | Nursing service in public schools. |
| Vocational education survey. | School attendance officers. |
| Vocational activities of the blind. | Kindergartens. |
| Survey of illiteracy. | Day nurseries. |
| School transportation system study. | Recreation and musical programs. |
| Inspection of school busses. | Community centers. |
| Home-making classes. | Landscaping school grounds. |
| | Renovating county schoolhouses. |

Pay Reduction Will Cut School Fund \$1,478,000
\$200,000 Slash in
Extra Budget
MINNEAPOLIS, MINN.

CWA TO EMPLOY MORE TEACHERS FOR ADULT WORK
HUNTINGTON, W. VA.

COUNTY SCHOOLS MAY BE CLOSED
Funds Needed to Keep Doors Open in 15 Districts; 9,000 Children Injured

PITTSBURGH, PA.
Schools in Allegheny County's school district are closed due to lack of funds. Charles E. Beckey, county superintendent.

MARTIN COUNTY TEACHERS PLEDGE CONTINUED DUTY
Thomas Says Loyal Staff Will Keep Schools Open Despite Uncertainty Of Pay

SEATTLE, WASH.
City and school district employees received cash advance of \$100,000 from the state.

CITY AND SCHOOL PAY WARRANTS CASHED BY BANK
SEATTLE, WASH.

ADULT EDUCATION WORK UNDER WAY
Twenty-Three Teachers On Weekly Payroll Of \$221 In Glendale Schools

JOBLESS TEACHERS TO BE GIVEN WORK
Will Make Survey of Children in School
HOUSTON, TEXAS

Doors Slammed At 200 Schools As Year Begins
Many More To Close By End Of Month, Reports
BIRMINGHAM, ALA.

Continuation of School Pay Cuts to be Requested
PASSAIC, N. J.

HEAVY SALARY CUTS IN COUNTY SCHOOLS
Survey Shows Teaching Force OKLAHOMA CO., OKLA.

2,010 Pupils Out Of 500 Teachers
YONKERS, N. Y.

SCHOOL BUDGET CUT EXCEEDS \$350,000

School Plan Will Provide Work for 40
Comprehensive Program to Be Launched Here in Adult Educational Field.

U. S. TO REOPEN SCHOOLS, PLACE IDLE TEACHERS
Rural Movement to Start at DETROIT, MICH.

SCHOOLS TOOK MOST OF TAX REDUCTION
Out \$2,800,000 or 85 Per cent of Total in All Tax LINCOLN, NEBR.

TEACHERS SCRIP ISSUE IS GRANTED
Stat. TOLEDO, OHIO

School Teachers Of Mayfield Vote To Continue Strike
Select Committee to SCRANTON, PA.

HUNDREDS OF JOBLESS GET INSTRUCTION
DENVER, COLO.

Non-Payment of Tuition May Force 900 Students Out of Paterson's Two High Schools
PATERSON, N. J.

Approximately \$300,000 Due City from Six Suburban Municipalities, In Richmond County Gets \$173,818 for PWA School Jobs
ATLANTA, GA.

Soon To Pay Back Salary Of Teachers
Hopes Lifted
OWN COMMUNITY, N. J.

EXTENSION OF NEGRO SCHOOL TERM IS ASKED
GOVERNMENT AID
SHREVEPORT, LA.

WILL ACCEPT FEDERAL AID
School Board to E
BROOKTON, MASS.

FEDERAL RELIEF
rise Gives to Teachers

Teachers Make 10 p.c. Salary Contribution

Clark County Is Seeking PWA Loan For School Work
An application for a public works loan of \$50,000 from the Educational District No. 1 of Clark county for the purpose of providing for the construction of a new high school building in Clark county, Ky.

JOB FOR 100 IDLE SCHOOL TEACHERS
DEAN, KANSAS CITY, MO.

CITY TO OBTAIN \$35,032 TO PAY BACK SALARIES
CHARLESTON, S. C.

2 NEW SOURCES TO PROVIDE JOBS FOR TEACHERS
CCC to Get Advisers and Re- lief Authorities to Extend COLUMBUS, OHIO

CITY SCHOOLS LIKELY TO NEED TEN MILLION
BUFFALO, N. Y.

Committee Commends The Action
MEDFORD, MASS.

E E P

JACKSON, Miss.—A State-wide school plant survey under C.W.A. auspices—the first in Mississippi—will be launched Thursday morning to employ 400 women. The investigation will cover every physical detail of school ground and plants, number of students, original cost, present valuation, equipment, etc. The survey will mean future economy to the State school system (January 17).

Fort Worth, Tex.—Home economics classes open to housewives and others established through C.W.A. opened today in nine schools (January 10).

Steilacoom, Wash.—Five evening classes are being organized under the direction of Pierce County Emergency Education Relief Council. Subjects: Shorthand, public speaking, dramatics, sewing, and political science (January 14).

Hundreds of newspaper clippings like these are rolling into the Federal Office of Education. They tell the thrilling story of the greatest extension of education's frontiers in recent years.

From every State, from communities large and small, come the clippings about the E.E.P. which (for the information of those weak on their Recovery alphabet) stands for Emergency Education Program.

Developed under the six authorizations, interpreted and extended, by Civil Works Administrator Hopkins, E.E.P. has created almost overnight our country's first Nation-wide adult education program.

Variety, ingenuity, and administrative resourcefulness characterize the educational activities created through the expenditures of Federal relief funds for needy teachers. Classes in hundreds of activities in which men and women want to improve their abilities have been organized; Spanish, cooking, chess, public speaking, modern poetry, reading and writing. Important social and educational surveys have been inaugurated. Preschools have been started in mining villages as well as big cities. School censuses have been taken.

Following are typical reports on the "biggest news" in education today:

Evansville, Ind.—Evansville's adult education program through which 22 unemployed teachers have been placed on

★ THREE "New Deal" Letters Which Have Given the United States Its First Nation-wide Adult Education Program, News Reports Show

Federal pay rolls has been rated the best developed program in the State, by P. H. Hightower, State emergency director. Total enrollment, 905 (January 15).

Dental survey

Camden, N.J.—One hundred dentists in Camden County have volunteered their service in making a dental survey among the school children. The purpose is to enable the F.E.R.A. to formulate plans whereby constructive work can be accomplished in caring for children's teeth. A cross section of dental conditions in the counties will be determined through the State-wide survey which is a part of the national program (January 11).

Seattle, Wash.—With more than 60 men and women already enrolled, the following classes in adult education opened yesterday at Lowell School: English for foreigners, current events, sewing, cooking, home arts. A kindergarten teacher will be provided to care for children while parents are in the classrooms if the registration warrants (January 14).

Sailor sculptors

Philadelphia, Pa.—Longshoremen have turned cartoonists; sailors sculptors; peddlers artists; truck-drivers writers. This is not a dream or theory. It is one of the things brought about by community extension centers established through the aid of the Federal Government. Six evening schools were opened in Philadelphia in November, with six more the first of this month. The enrollment is between 19,000 and 20,000, with 1,200 teachers and other school workers now employed and 1,000 expected to be added (January 17).

Syracuse, N.Y.—First of a series of adult education classes in Onondaga County, to be taught by unemployed teachers under a C.W.A. allotment of \$5,000 per month, will open next week. In addition to Americanization work,

classes will be formed to teach music, art, drawing, public speaking, bookkeeping, typewriting, etc. (January 11).

Raleigh, N.C.—Eight hundred of the nine hundred teachers allotted to North Carolina for F.E.R.A. projects have been given jobs. Six hundred are now in training schools preparatory to beginning their work (January 14).

Minneapolis, Minn.—More than 35,000 men and women in adult education classes, 1,000 college students in educational institutions all over the State, and 500 unemployed teachers are enrolled in the emergency education program in Minnesota (January 11).

Peoria, Ill.—Only the approval of local educational relief program is necessary before some 60 unemployed Peoria teachers and 10 assistants are hired to conduct classes of preschool children and adults. The program will include: Bookkeeping, business English, business law, salesmanship, Government, drafting, electricity, mechanical drawing, cooking, sewing, interior decorating, and classes for preschool children 2 to 4 years, inclusive (January 3).

Reopen library

Beaumont, Tex.—Tyrrell public library will again be open during the morning hours beginning Friday as the result of the allotment of five C.W.A. workers as assistants (January 3).

Saginaw, Mich.—Leisure-time education, community and unemployed gymnasium classes, nursery schools and Americanization classes make up the program carried on with the aid of the F.E.R.A. Some subjects offered are commercial law, general science, English, handicraft, chess, public speaking, contract bridge, modern poetry, French, Spanish, elementary instrumental music, orchestra, glee club, and elementary electricity (January 5).

Camera!



★ SENATOR Royal S. Copeland Tells How Schools May Benefit from Plan to Make 52 Motion Pictures of the Work of the Federal Government

A PLAN has been proposed to produce 52 one-reel motion-picture films, showing the work of the United States Government. These films are to be made available to the schools of the country at a very low fee plus transportation costs.

In thousands of schools the pupils will be able to see the Federal Government at work. The films are to have both sound and silent versions, so, if their schools are equipped with sound projectors, they will hear the spinning wheels of Government. Through the magic of the film, they will be able to watch with their own eyes how laws are drafted, discussed in committees, debated in the House and the Senate, and finally signed by the President. They will see the Bureau of Fisheries at work. They will be able to learn through the swift and effective medium of visual education the services of the Bureau of Mines, the Coast and Geodetic Survey, how our national parks and forests are cared for, the Army and Navy, and how money and stamps are made.

It is amazing what vague ideas most persons hold regarding the functions of our Government, its bureaus and establishments. I believe this is an opportune time to acquaint the pupils in its schools and the general public, with the activities

of the various Government agencies. The many activities inaugurated under the recovery program have intensified public interest in the work of the Government. There is great desire to understand the scope and methods of operating the Federal services.

Through motion pictures, millions will come to understand how our Government functions and will have a clearer insight into what it accomplishes. Taxpayers will better understand how their contributions toward Government are effectively used for their own welfare. The films will serve a useful purpose in connection with the educational work to be carried on in the Civilian Conservation Corps camps.

I have been keenly interested in watching the reaction to the series of educational films produced under the supervision of the Bureau of Mines. These have been made in cooperation with and financed by American industry. The films will be available for distribution through numerous channels.

It is proposed that the new series of 52 films on the work of the Government should be produced by some one of the major motion-picture companies. This company will be asked to do the whole job without expense to the Government, but with Government advice and counsel. This will be best done through the Bu-

reau of Mines motion-picture section, because it has had extensive experience in this field.

34 tons of films

The films will be treated in narrative-story style, with entertainment appeal. Their production will cost, it is estimated, about \$100,000, or an average of about \$1,900 per film. Each subject may be treated in one reel. According to tentative plans the 190,000 nontheatrical and educational and civic institutions and organizations equipped with silent film projectors will be able to obtain these films at a rental of 50 cents each, plus transportation charges.

The Bureau of Mines, it is hoped, will represent the Government's interest in this project. That organization is said to have the largest and most authentic library of educational films in existence today. It consists of nearly 3,000 reels.

Last year 34 tons of motion-picture films were supplied. In 1933 this Bureau provided films for 53,865 showings. It is estimated that more than 5,000,000 persons saw the films. The Bureau of Mines sends its films free of charge except for a fee to cover transportation.

Certainly this should be good news to pupils and parents. The enterprise should do a world of good.

★ In the Lead

MAYOR LaGuardia, of New York, is in favor of establishing a "high school for art" devoted exclusively to music and art. Appreciation of beauty is vital for the training for leisure in the new social order, the mayor declared in an address.... Coffee pots, electric toasters, vacuum cleaners, meters, and flues, will be the equipment in a course of Home Mechanics to be given by the School of Education at New York University. "Study will be made of the underlying principles of the mechanism of household appliances," reads the university catalog.

New York Times

★ Books

HOW Kenosha County, Wis., provides books for its schools is graphically described in Wisconsin Journal of Education for January, by the county superintendent, R. S. Ihlenfeldt. After showing how the county library has been built up, he writes at some length on the reading problem and the development of an effective reading program, under the provocative title, Are we recognizing rural reading responsibilities?

Education's Competitors

A VERY large proportion of our personal incomes is spent upon what we often call leisure-time activities. In this realm we are constantly called upon to choose whether we will purchase our pleasure from a private commercial concern or whether we will arrange for it through some cooperative action.

For example, the automobile manufacturer is ready and anxious to sell us a pleasure automobile; the publishing company offers us a wide selection of books; the chewing gum manufacturers have quite a display; in fact, there seems no end to human ingenuity in figuring out an endless variety of wares, good and bad in varying degrees, to tickle the palates or the vanities of fickle human beings and to stimulate their emotions and interests while they are not at work.

I do not mean to imply that the satisfaction of leisure time wants and desires through private business is necessarily deleterious to health or morals. In appropriate moderation these interests are usually wholly commendable and the men and women engaged in them are rendering a service to society which is just as definite and as great as those who supply our material necessities of life.

Tempting wares

I do wish to point out, however, that privately-owned interests of this kind and social organizations supported cooperatively are necessarily in competition with one another. What an individual spends in one way to satisfy his leisure-time wants cannot be spent in the other. In this competition private business has all the advantage. It can spend and does spend millions of dollars in perfecting psychological approaches to the individual which are irresistible. Hence the wares of a private business concern are often far more tempting than those things which usually develop through cooperative action.

For example, the movies are certainly in competition with various efforts which we establish cooperatively for the instruction and recreation of our children. Some years ago in Akron we took a sampling of about 3,000 children to find out how attendance at Sunday School compared with attendance at the movies. Some-

★ COMMISSIONER George F. Zook Points Out to Superintendents at Cleveland That Social Agencies Must Match Their Appeal Against That of Private Agencies

what to our surprise we found that while 55 percent of the children in the seventh and eighth grades attended Sunday School regularly, 35 percent occasionally, and 10 percent not at all, 89 percent went to the movies at least once per week and the other 11 percent occasionally. Somewhat the same situation prevails in the effective appeal of other types of commercial enterprises.

Criticism

Leisure time and self-improvement activities which we establish cooperatively must be paid for through self-imposed taxes, dues, and fees. They include, on the one hand, the church, the lodges, and a great variety of social organizations and,

on the other, all our public agencies supported through taxation. Among the latter the schools loom largest in total expenditure. It is to the great credit of the American people that they have been willing to employ a constantly increasing proportion of the adult population not needed in the production of material goods, in this public agency of individual and social improvement.

For a long time, however, we have all been conscious of a large amount of public criticism of the schools. Even now we find more lethargy about what we believe to be the proper financial support of the schools than we like. There can be no question that our first responsibility is to reawaken the American people to the fundamental significance of education in order that we may get it back on a basis at least as effective as in the predepression days.

Unless we adapt

I am convinced, however, that in spite of economies wisely administered and even a degree of personal sacrifice on the part of the teaching profession seldom seen among public employees, we may not again be able to capture the confidence and hence the support of our fellow citizens unless we can adapt the educational system to the demands of the new society into which we seem to be entering.

I do not believe that it is possible to recapture the confidence of the adult population of this country until they can be convinced that the program of the schools is adapting itself to the needs of the new era into which we are entering more rapidly than we realize. I believe further that the key to this situation is quite consciously to adopt the policy of making the schools of the future for men and women as well as for boys and girls. [From an address before the Department of Superintendence, at Cleveland, Ohio, February 28.]

New Task for Colleges

IF, AS seems clear, the abundance of production in this country is due largely to research in applied science laboratories, it might be well at this time for the colleges and universities to turn their energies more largely in the direction of studying and working out a better system of distribution of goods. There is today the same vague but persistent feeling of need in this area that there was relative to increased production two generations ago. While the problem is somewhat more intangible and is more complicated by the factor of human selfishness, it is nevertheless susceptible to the same processes of study and scientific treatment. Increasingly we must look for a solution of the problem of distribution to the researches of college professors and to the men and women whom they train.

Commissioner Zook

SCHOOL LIFE

VOL. XIX



NO. 7

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MARCH 1934

POOR MEN OF HISTORY

GUEST EDITORIAL

Some time before I get through with the small part which I have in education, I hope that someone is going to write a book on the famous poor men of history. Perhaps the first chapter would be devoted to Homer, who went about from house to house, with a group of boys, singing, and begging bread.

*And seven wealthy cities
Fought for Homer dead,
Through which same cities,
Homer living, begged for bread.*

Certainly a great chapter would be devoted to Jesus of Nazareth, who had not place to lay His head but has given to the world more than all the rich men; Christopher Columbus, living and dying, a poor man; John Bunyan, writing Pilgrim's Progress in Bedford prison, and Walter Reed, whom some of us knew as an unknown Army doctor in Washington, going down to Cuba and Panama, tracing that mosquito to its lair, and wiping it out and saving untold misery and hundreds of thousands of lives that were lost through yellow fever. Congress had to give his wife a pittance for a pension because he did not leave a cent.

The great, the famous poor men of history—how much have we dwelt on that in

this study of what our students need, and what we should give them: I think none of us has fully realized the challenge which now has come to education, to set up a new set of values about what life actually is.

WILLIAM MATHER LEWIS
North Central Association Quarterly.

A CITIZENS' CONFERENCE AT OHIO STATE

A national conference for citizens which will take up "Education—A Crisis in American Democracy", will be held at

Ohio State University on April 5. Among those who have accepted invitations to speak are Mrs. Franklin D. Roosevelt, Newton D. Baker, Glenn Frank, Robert M. Hutchins, Gov. Paul McNutt, and William J. Bogan. Commissioner of Education George F. Zook, with Frank P. Graves, New York State Commissioner of Education, and Gov. George White, and Federal Judge Walter C. Lindley, of Illinois, will act as chairmen of the meetings of the Citizens' Conference on the Crisis in Education. The regular Ohio State University educational conference will also be held.

Arbor Day Aids



ARBOR DAY, first celebrated in 1872 in Nebraska, has now become a definite place in courses of study. Uncle Sam furnishes the following bulletins, leaflets, and films, which may be used to good advantage in the celebration of the day:

Arbor Day. 22 p., illus. (Farmers' Bulletin No. 1492). 5 cents.

Origin and spread of the observance and dates on which Arbor Day is celebrated in various States. Suggests kinds of trees to plant, how to plant them, and how to care for them.

Growing and Planting Hardwood Seedlings on the Farm. (Farmers' Bulletin No. 1123.) 5 cents.

Propagation of Trees and Shrubs. 52 p., illus. (Farmers' Bulletin No. 1567). 10 cents.

Propagation by seeds, cuttings, layers, grafting, and budding, and of specific kinds of ornamental trees and shrubs.

Analysis of Special Jobs in Farm Forestry. 45 p. (Federal Board for Vocational Education, Bulletin No. 169, Agriculture Series No. 44). 10 cents.

Discussion of timber farming for profit, including woods management and tree planting of marginal, submarginal, and idle lands. Complete list of references to United States Department of Agriculture publications, motion pictures, film strips, and lantern slides on farm forestry. Also lists State sources of information covering tree planting and sources of forest tree planting stock.

Our Forests—What They Are and What They Mean to Us. 34 p., illus. (Department of Agriculture, Miscellaneous Publication No. 162.) 5 cents.

Let's Know Some Trees (California). 38 p., illus. (Department of Agriculture, Miscellaneous Circular No. 31). 5 cents.



Forestry Clubs for Young People. (Department of Agriculture, Miscellaneous Publication No. 45.) 5 cents.

Useful to leaders of young people's forestry clubs. Suggests forestry activities and how to carry on these activities during each month of the year.

The Forest—A handbook for teachers. 72 p., illus. (Department of Agriculture, Miscellaneous Circular No. 90). 30 cents.

Suggestions for fall, winter, and spring sources of study for each grade of the primary, intermediate, and junior high school.

The following motion pictures on farm forestry prepared by the Forest Service will help the student to visualize much of what is talked about. They are available upon application to the Division of Motion Pictures, United States Department of Agriculture. The borrower must pay transportation charges only.

Two Generations—4 reels; Trees of Tomorrow—2 reels; Pines from Seed to Sawmill—2 reels; Dual-Purpose Trees—1 reel; Wood Wisdom—1 reel; The Forest and Water—1 reel; and On a Thousand Hills—1 reel.

The Superintendent of Documents has issued a price list of Government publications on "Forestry—Tree planting, management of national forests" (No. 43) which he distributes free upon application.

Education Bills Before Congress

THE FEELING throughout the country that the Federal Government should furnish aid to education during the present emergency has resulted in the introduction in Congress during the past month of bills providing for direct Federal aid for elementary and secondary schools, and for loans to school districts and institutions for higher education. The bills providing for direct Federal aid are S. 2402, S. 2522, H.R. 6621, H.R. 7525, H.R. 7477, H.R. 7479, H.R. 7520, H.R. 7873; those providing for loans to educational institutions are S. 2350, S. 2436, S. 2753, H.R. 7015, H.R. 7854, H.R. 7977; and those providing for loans to school districts are H.R. 7546 and H.R. 7754.

Three bills, H.R. 7059, H.R. 7089, and H.R. 7802, providing for further cooperation with the States in vocational education have been introduced. Six bills were introduced for cooperation with local school districts in several Western States for the extension and improvement of school buildings on condition that Indian children be admitted to the schools maintained by such districts on the same terms, except as to payment of tuition, as are other children of the districts.

Thirty-four bills introduced during the month are as follows:

S. 2152

Grants to State of Michigan for institutional purposes the property known as "The Mount Pleasant Indian School", at Mount Pleasant, Mich., on condition that Indians resident in Michigan will be accepted in State institutions on entire equality with persons of other races, and without cost to the Federal Government. (Introduced Jan. 10, 1934, by Mr. Vandenberg of Michigan and referred to Committee on Indian Affairs; passed Senate Jan. 23, 1934; House, Feb. 7, 1934. Approved by President, Feb. 19, 1934.)

S. 2286

Authorizes expenditure of \$100,000 from any funds available for construction under provisions of the National Industrial Recovery Act or that may become available for cooperating with Joint School District No. 28, Lake and Missoula Counties, Mont., for extension and improvement of public-school buildings, at Arlee \$40,000, at Roman \$30,000, at St. Ignatius \$30,000; provided, that the schools maintained by said district shall be available to all Indian children of the Flathead Indian Reservation, Mont., on the same terms, except as to payment of tuition, as other children of said school district. (Introduced Jan. 12, 1934, by Mr. Wheeler of Montana and referred to Committee on Indian Affairs.)

★ LEWIS A. KALBACH Summarizes Legislation Affecting Schools Presented in the House and Senate

S. 2350

Authorizes Reconstruction Finance Corporation to make loans to any bona fide religious or educational institution to aid in the construction of any building to be used by it for religious or educational purposes and provides that interest rate shall not exceed 1 per centum per annum and no loan shall be made in excess of 50 per centum of the estimated cost of any such building. (Introduced by Mr. Davis of Pennsylvania and referred to Committee on Banking and Currency.)

S. 2379

Authorizes the State of Arizona to select for the use of the University of Arizona by legal subdivisions all or any portions of sections 11, 14, 22, and 28 and the east half section 21, township 14 south, range 16 east, Gila and Salt River meridian, Ariz., and upon satisfactory proof that the land contains saguaro groves or growths of giant cacti or are necessary for the care, protection, and conservation of such groves or growths the Secretary of the Interior shall cause patents to issue therefor, provided that all coal, oil, gas, or other mineral shall be reserved to the United States. (Introduced Jan. 18, 1934, by Mr. Ashurst of Arizona and referred to Committee on Public Lands and Surveys; reported favorably, Mar. 5, 1934.)

S. 2395

Grants public lands to States in which public lands are found and provides that with the exception of 52½ percent of royalties on oil and gas to be paid to the Treasurer of the United States, all proceeds from the sale and other permanent disposition of such lands and all proceeds from rentals and other use of such lands shall be available for use by the States as follows: 50 percent for support and maintenance of public schools; 25 percent for support and maintenance of higher institutions of learning; 25 percent for reclamation, highway construction or maintenance, or for such other public purposes as the legislature of the State may determine. The funds for education derived from sales of lands shall be perpetual funds only the income from which may be used for the purposes specified. (Introduced Jan. 18, 1934, by Mr. Erickson of Montana and referred to Committee on Public Lands and Surveys.)

S. 2402

Authorizes and directs Reconstruction Finance Corporation to make available \$50,000,000 for the year ending June 30, 1934, and \$100,000,000 for the year ending June 30, 1935, to assist the States, Territories, and the District of Columbia in the maintenance and operation of schools of elementary and secondary grade; funds to be disbursed on certification of the U.S. Commissioner of Education and to be allotted on the basis of need as determined by the ability of the States and Territories to maintain a term of normal length in the public schools of less than college grade; funds to be paid monthly except that upon passage of this act three fourths of the fund provided for 1934 shall be paid

immediately; the State school superintendent or commissioner and/or State board of education shall administer the funds within the several States and Territories according to State school laws. (Introduced Jan. 19, 1934, by Mr. George of Georgia and referred to Committee on Education and Labor.)

S. 2426

Public School at Wolf Point, Mont. (Introduced Jan. 19, 1934, by Mr. Wheeler of Montana and referred to Committee on Indian Affairs. Same as H.R. 6469.)

S. 2430

Grants to certain States, public lands within their borders and makes available a portion of the proceeds from the use or disposition of such lands as an endowment for public schools, only the income from such endowment funds to be used for that purpose. (Introduced Jan. 22, 1934, by Mr. O'Mahoney of Wyoming and referred to Committee on Public Lands and Surveys. Similar to but not identical with S. 2395.)

S. 2436

Authorizes Reconstruction Finance Corporation to make loans to public and private colleges, universities, and institutions of higher learning, or to corporations organized under the law of any State for the sole purpose of transacting business in the interest of any such college, university, or institution of higher learning, to aid in the financing of dormitories and other self-liquidating projects, and to aid in the refunding of student loans advanced by such institutions; provides that the interest rate on such loans shall not exceed 3 percent per annum. (Introduced Jan. 22, 1934, by Mr. Duffy of Wisconsin and referred to Committee on Banking and Currency.)

S. 2522

Provides for Federal aid to education. Same as 2402 except that the funds shall be made available from appropriations for the Civil Works Administration and are limited to the sum of \$50,000,000 for the fiscal year ending June 30, 1934. (Introduced Jan. 30, 1934, by Mr. George of Georgia and referred to Committee on Education and Labor.)

S. 2571

Authorizes Secretary of the Interior to enter into contracts with States for the education, etc., of Indians. Same as H.J.Res. 257. (Introduced Feb. 2, 1934, by Mr. Johnson of California and referred to Committee on Indian Affairs.)

S. 2753

Authorizes Reconstruction Finance Corporation to make loans to publicly and privately controlled colleges, universities, and other institutions of higher learning or to corporations organized under State law for the sole purpose of transacting business in the interest of any such college, university, or other institution of higher

learning to provide emergency relief through the refinancing of accumulated financial obligations. The interest rate is not specified, but the bill provides that loans shall be so amortized as to retire the entire loan within 50 years. (Introduced Feb. 13, 1934, by Mr. Walsh of Massachusetts and referred to Committee on Banking and Currency.)

S. 2769

Authorizes the expenditure from any funds available for construction under N.I.R.A., approved June 16, 1933, of \$38,000 for cooperating with Marysville school district no. 325, Snohomish County, Wash., for extension and improvements of school buildings on condition that schools maintained by said district shall be available to all Indian children of the district on the same terms, except as to payment of tuition, as other children of the district. (Introduced Feb. 14, 1934, by Mr. Bone of Washington and referred to Committee on Indian Affairs.)

H.J.Res. 257

Authorizes the Secretary of the Interior to enter into contracts with States for the education, medical attention, agricultural assistance, and social welfare of Indians, including the relief of distress of Indians and to expend under such contracts moneys appropriated by Congress for such purposes; authorizes the Secretary of the Interior to permit such States to utilize existing school buildings, hospitals, and other facilities, and all equipment therein or pertaining thereto, including livestock and other personal property owned by the Government of the United States. (Introduced Feb. 1, 1934, by Mr. O'Malley of Wisconsin and referred to Committee on Indian Affairs.)

H.R. 6621

Empowers the President to establish a commission of at least three persons to obtain information concerning districts which have been unable to compensate their school teachers and to make provision whereby such districts will be provided the necessary funds to reimburse their teachers; teachers of Catholic, Protestant, Hebrew, and other sectarian institutions of learning shall be included under the provisions of this act; the commission may also be empowered to compensate teachers and professors of colleges and universities and other schools of learning; the provisions of this act shall be retroactive and the President shall have the right to secure the necessary funds from the Treasury Department. (Introduced Jan. 9, 1934, by Mr. Dunn of Pennsylvania and referred to Committee on Education.)

H.R. 6968

Authorizes and directs Secretary of Commerce to issue research fellowships, no one of which shall exceed \$1,600 per annum, to any citizen having completed 4 years of education leading to a bachelor's degree in any reputable college or university in the United States and who is technically qualified to conduct research work in the various colleges and universities for the benefit of the various departments of the Federal Government or for private industry in the fields of chemistry and physics and the applied sciences relating thereto, including electrical, civil, sanitary, mechanical, chemical, and aeronautical engineering, and medicine; authorizes \$400 per year per fellowship for equipment and supplies; sets aside \$20,000,000 for the purposes of the act. (Introduced Jan. 16, 1934, by Mr. Hoeppel of California and referred to Committee on Education.)

H.R. 6971

Authorizes Reconstruction Finance Corporation to purchase at face value valid and unpaid warrants issued by legally organized school districts in payment of salaries of teachers and employees. (Introduced Jan. 16, 1934, by Mr. McClintic of Oklahoma and referred to Committee on Banking and Currency.)

R.H. 7015

Authorizes Reconstruction Finance Corporation to make loans to any college, university, hospital, or other institution of learning or charity that can and does offer adequate security for such loans and can satisfy the R.F.C. that such loan is necessary to enable said institution of learning to enlarge or expand its service to the public or that without such loan it will probably be compelled to curtail and reduce its service to the public. (Introduced Jan. 17, 1934, by Mr. McSwain of South Carolina and referred to Committee on Banking and Currency.)

H.R. 7059

Provides for further development of vocational education. (Same as S. 2119.) (Introduced Jan. 18, 1934, by Mr. Ellzey of Mississippi and referred to Committee on Education; reported Mar. 2, 1934, with amendments reducing the authorized appropriations to \$3,000,000 per annum and limiting such appropriations to 3 years.)

H.R. 7089

Provides for further development of vocational education. (Introduced by Mr. Jeffers of Alabama and referred to Committee on Education. Same as S. 2119 and H.R. 7059.)

H.R. 7146

Public-school building at Brookton, Mont. (Introduced Jan. 20, 1934, by Mr. Ayers of Montana and referred to Committee on Indian Affairs. Same as S. 1977.)

H.R. 7237

Lands for University of Arizona. (Introduced Jan. 23, 1934, by Mrs. Greenway of Arizona and referred to Committee on Public Lands. Same as S. 2379.)

H.R. 7241

Transfers to Nebraska for institutional or other public use the lands, structures, equipment, furniture, and other property owned by the United States and used for the United States Indian School at Genoa, Nebr. (Introduced Jan. 23, 1934, by Mr. Howard of Nebraska and referred to Committee on Indian Affairs.)

H.R. 7300

Authorizes and directs the Secretary of Labor to prescribe a course of study for the instruction of aliens entering the United States, such introduction to be given in a school established and maintained by the Secretary of Labor at each port of entry for aliens. (Introduced Jan. 24, 1934, by Mr. Strong of Texas and referred to Committee on Immigration and Naturalization.)

H.R. 7351

Grants public lands to certain States and provides that portions of the proceeds shall be available for educational purposes. (Introduced Jan. 25, 1934, by Mr. Ayers of Montana and referred to Committee on Public Lands. Practically same as S. 2395.)

H.R. 7361

Authorizes expenditure from any funds available for construction under National Industrial Recovery Act of June 16, 1933, of \$50,000 for cooperation with White Swan School District No. 88, Yakima County, Wash., for extension and improvement of public-school buildings on condition that the schools maintained by said district shall be available to all Indian children of the district on the same terms, except as to payment of tuition, as other children of said district. (Introduced Jan. 25, 1934, by Mr. Knute Hill of Washington and referred to Committee on Indian Affairs.)

H.R. 7412

Authorizes the expenditure of \$38,000 from any moneys available for construction under the provisions

of the National Industrial Recovery Act for extension and improvement of school buildings in the Marysville School District No. 325, Snohomish County, Wash.; provided, that schools maintained by said district shall be available to all Indian children of the district on the same terms, except as to payment of tuition, as other children of said district. (Introduced Jan. 29, 1934, by Mr. Wallgren of Washington and referred to Committee on Indian Affairs.)

H.R. 7477

Provides for Federal aid to education. Similar to S. 2522. (Introduced Jan. 30, 1934, by Mr. Collins of Mississippi and referred to Committee on Education.)

H.R. 7479

Provides for Federal aid to education. (Introduced Jan. 30, 1934, by Mr. Ellzey of Mississippi and referred to Committee on Education. Same as S. 2402.)

H.R. 7520

Authorizes an appropriation equal to not less than \$2 per enumerated school child to be immediately available for allocation by the Secretary of the Interior to each county treasurer in each State for the use of public schools; no school shall receive any of such aid unless such school is unable by taxation or otherwise to maintain its school term as it was maintained for the school year 1931-32 and previous years; provides that no department of Government shall exercise any control of any of said schools receiving such aid; all school warrants for payments of salaries in public schools issued between January 1, 1932, and July 1, 1934, shall be considered eligible for purchase or loans by Reconstruction Finance Corporation, such loans to be made at face value and bear interest at rate not to exceed 1 percent per annum. (Introduced Jan. 31, 1934, by Mr. Cartwright of Oklahoma and referred to Committee on Education.)

H.R. 7525

Provides for Federal aid to education. (Introduced Jan. 31, 1934, by Mr. Brown of Kentucky and referred to Committee on Education. Same as S. 2402.)

H.R. 7546

Authorizes Reconstruction Finance Corporation to make loans to school districts to enable them to reduce or refinance their outstanding indebtedness. Such loans shall bear interest not to exceed 4 percent per annum and may be made for periods not to exceed 33 years. (Introduced Feb. 1, 1934, by Mr. Terry of Arkansas and referred to Committee on Banking and Currency.)

H.R. 7595

Directs Secretary of the Interior to establish a grazing district out of vacant public lands in certain townships in Oregon and provides that 25 percent of funds received from such grazing district during any fiscal year shall be paid to the State of Oregon for the benefit of public schools and public roads of the county or counties in which the grazing district is situated. (Introduced Feb. 2, 1934, by Mr. Pierce of Oregon and referred to Committee on the Public Lands.)

H.R. 7754

Authorizes the Reconstruction Finance Corporation to make loans to municipalities and public-school districts for the payment to teachers of unpaid as well as current salaries, such loans to be made upon school warrants and real-estate tax warrants issued in anticipation of collection of taxes in amount not less than 80 percent of the face value of such warrants; not more than \$500,000,000 shall be loaned under this act; the rate of interest shall not exceed 3 percent per annum and loans shall be made for a period not to exceed 10 years. (Introduced Feb. 7, 1934, by Mr. Britten of Illinois and referred to Committee on Banking and Currency.)

Negro Education Conference

A NATIONAL conference on the education of Negroes sponsored by the Federal Office of Education will meet in Washington in May for the purpose of studying fundamental problems which are peculiar to the education of Negroes, and to focus the attention of the thoughtful people on the educational issues involved in the development, side by side, of two races as common citizens of the Nation.

Immediate aims of preparatory committees: To gather salient features of the body of facts resulting from the many educational studies which have been made concerning the Negro during the past few years; organize them into a unified whole; present them in such manner as to show their vital relation to an integrated program of Negro education; evaluate the implications of the data in terms of a feasible educational program.

Long-range objectives: To furnish a large body of crystallized and correlated data on problems of the education of Negroes directly to persons having to do with the control and administration of Negro schools; discuss these problems; canvass the desirability of a series of regional and local conferences as a follow-up of the National Conference; suggest definite changes in curricula, organization, and control of Negro schools in terms of the findings of the committees; suggest the need of and probable means for more adequate support of Negro education; serve as one additional step designed to bring about equalization of educational opportunity for the Negro.

Several committees are now at work which will report to the Conference when it convenes in May. The following is a list of the committees:

Group I

Home life, vocations, citizenship, leisure, health, and ethics and morals.

Group II

Elementary education, secondary education, collegiate education, adult education, and rural education.

Group III

Public institutions, private institutions, financial support of education.

★ A NATIONAL Meeting of Leaders to Consider Important Problems Will Meet in Washington in May

The Conference is under the general chairmanship of the United States Commissioner of Education, Dr. George F. Zook, and is directed by Dr. Ambrose Caliver, Federal specialist in the education of Negroes.

There is a planning committee composed of 28 colored and white leaders in educational, economic, social, and religious life among Negroes. In addition, there is a group of consultants composed of some of the leading colored and white citizens of the country. The names of the members of the planning committee and the consultants follow:

Planning committee

W. W. Alexander, director, Southern Interracial Commission, Atlanta; E. T. Attwell, National Recreation Association, New York; Mary McL. Bethune, president, Bethune-Cookman College, Daytona Beach; Fred Brownlee, executive secretary, American Missionary Association, New York; Ambrose Caliver, senior specialist in the education of Negroes, Office of Education; T. M. Campbell, agricultural extension work, Southwestern States, Tuskegee; Mabel Carney, Teachers College, Columbia University; Marion Cuthbert, director of education, Y.W.C.A., New York; V. E. Daniel, dean, Wiley College, Texas; John W. Davis, West Virginia State College; J. C. Dixon, supervisor of Negro education, Atlanta; Clark Foreman, adviser on economic status of Negroes; T. Arnold Hill, acting executive secretary, Urban League, New York; D. O. W. Holmes, Howard University; M. W. Johnson, president Howard University; Willis J. King, Gammon Theological Seminary, Atlanta; Fred McCuiston, Southern Association of Colleges and Secondary Schools, Nashville; R. R. Moton, principal, Tuskegee Institute; F. O. Nichols, American Social Hygiene Association, New York; S. L. Smith, Julius Rosenwald fund, Nashville; C. C. Spaulding, president, The North Carolina Mutual Life Insurance Co.,

Durham; C. H. Thompson, editor, Journal of Negro Education, Howard University; C. H. Tobias, senior secretary, Y.M.C.A., New York; F. B. Washington, director, Atlanta School of Social Work; Walter White, executive secretary, N.A.A.C.P., New York; G. C. Wilkinson, assistant superintendent of schools, District of Columbia; F. M. Wood, director, Baltimore colored schools; C. G. Woodson, director, Association for the Study of Negro Life and History, District of Columbia; A. D. Wright, president, Jeanes-Slater funds, District of Columbia.

Consultants

Ben D. Wood, Columbia University, New York; Thomas W. Turner, Hampton Institute, Hampton; Monroe N. Work, editor, The Negro Year Book, Tuskegee; Fred J. Kelly, chief, college and professional schools, Office of Education; W. E. B. DuBois, editor, The Crisis; George Foster Peabody, Saratoga Springs, N.Y.; Emmett J. Scott, secretary, Howard University; Katherine M. Cook, chief, special problems division, Office of Education; O. Latham Hatcher, president, Southern Women's Educational Alliance, Richmond; Edwin R. Embree, president, Julius Rosenwald fund; Eugene K. Jones, adviser on Negro affairs, Department of Commerce; C. T. Loram, professor of education, Yale University, New Haven; J. G. Eichelberger, general education secretary, A.M.E.Z. Church, Chicago; A. S. Jackson, educational director, A.M.E. Church, Waco, Tex.; E. L. Twine, educational board, National Baptist Convention, Inc., Jackson, Miss.; J. A. Bray, educational director, C.M.E. Church, Birmingham; W. H. Fuller, educational director, National Baptist Convention, Austin, Tex.; George S. Counts, Teachers College, Columbia University; Benjamin Brawley, Howard University; Clifford Woody, University of Michigan, Ann Arbor; Charles E. Hall, Census Bureau, Department of Com-

[Continued on page 146]

Our Presidents

THE EDUCATION and interests of practically every President from Washington to and including Arthur was presented in brief in February SCHOOL LIFE. What those who have followed Arthur on up to the present time thought and did is presented in this issue.

Theodore Roosevelt approved the appropriations bill for the Department of Agriculture March 4, 1907, which gave added funds for additional work in teacher training in land-grant colleges.

Wilson

President Wilson, in his message to Congress, December 7, 1915, strongly favored Federal aid to industrial and vocational education as a means of making "the industries and resources of the country available and ready for mobilization." When the bill favoring Federal aid to industrial and vocational education went to conference, it was understood that President Wilson was opposed to a board entirely separate from the executive departments. The final result was a compromise by which the Federal board was made to consist of the Secretaries of Agriculture, Commerce, and Labor, the Commissioner of Education, and representatives of manufactures and commerce, agriculture, and labor.⁷

Hoover

The Hoover War Library.—A collection of approximately 150,000 printed and manuscript items relating to the World War and the period of reconstruction, including material from all nations, both combatant and neutral, rich in government documents, delegation propaganda at the peace conference, files of society publications, and newspapers, was a gift of President Hoover to Leland Stanford Junior University.

We are all familiar with the story of Dark Hollow School—of how President Hoover on his many trips to his camp in the Rapidan became interested in the small school situated in the heart of the Blue Ridge Mountains of Virginia; of

⁷ True, Alfred Charles. *A History of Agricultural Education in the United States, 1785-1925.* (U.S. Department of Agriculture, Miscellaneous Pub. No. 36.

⁸ A President's Gift to the State of Virginia. *SCHOOL LIFE*, 18: 125, March 1933.

★ THEIR Education and Interests in Education Tabulated in Convenient Form for Ready Reference by Margaret F. Ryan

how on finding it was no longer used, he built a new school—a combination of school and home—and presented it to the State of Virginia where it now functions as part of the public-school system.⁸

Franklin D. Roosevelt

The part President Roosevelt will play in the field of education is evident from his record in New York and his actions in Washington. Already relief work in rural schools, classes for adults, educational programs in the Civilian Conservation Camps, the merging of the United States Office of Education and the Federal Board for Vocational Education, and better standards for teachers have claimed much of his attention. And we have heard him say, "The Federal Government, without in any way taking away the right and duty of the several States to manage their own educational affairs,

can act as a clearing-house of information and as an incentive to higher standards."

Presidents' wives

The Presidents' wives deserve some mention. We find that the first Mrs. Fillmore taught school in Cayuga County, N.Y.; Mrs. Hayes was a college graduate; the first Mrs. Harrison was a Sunday school teacher; Wilson's first wife was the sister of a Princeton professor; Mrs. Coolidge, a graduate of the University of Vermont, taught in the Clarke School for the Deaf, at Northampton, Mass.; and Mrs. Roosevelt was associate principal and part owner of the Todhunter School in New York, a position which she resigned to take up her duties at the White House. Her name appears frequently on the programs of educational conferences as one of the speakers, and she comments freely on educational problems.



The College of William and Mary was attended by four Presidents



EDUCATIONAL BACKGROUND AND INTERESTS OF OUR PRESIDENTS



[Continued from February SCHOOL LIFE]

Grover Cleveland ⁶	Studied law at Buffalo.....	Taught with an older brother at the New York City Institution for the Blind. Trustee of Princeton University.
Benjamin Harrison.....	Attended William and Mary College; graduated from Miami University, Oxford, Ohio, 1852.	
William McKinley.....	Attended Allegheny College, Meadville, Pa.; studied law.	Taught school.
Theodore Roosevelt ⁷	Graduated from Harvard.	
William Howard Taft.....	Graduated from Yale, 1878; graduated from Cincinnati Law School, 1880. Honorary degrees from: Yale, 1933; University of Pennsylvania, 1902; Harvard, 1905; Miami University, 1905; State University of Iowa, 1907; Wesleyan, 1909; Princeton, 1912; McGill University, 1913; Cambridge, 1922; Aberdeen, 1922; University of Cincinnati, 1925; Hamilton, 1913; Oxford, 1922.	Professor and Dean of Law Department, University of Cincinnati, 1896-1900; On board of trustees of Hampton Institute; Kent Professor of Law, Yale University, 1913-21.
Woodrow Wilson.....	Attended Davidson College; graduated from Princeton, 1879; graduated from law school, University of Virginia, Charlottesville, 1881; Ph.D., Johns Hopkins, 1886.	Taught history and political economy at Bryn Mawr, 1885-88; taught at Wesleyan University, Middletown, Conn., 1888-90; professor of jurisprudence and political economy at Princeton, 1890-1902; president of Princeton, 1902-10; signed bill creating Federal Board for Vocational Education, Feb. 23, 1917.
Warren G. Harding.....	Attended Ohio Central College, 1879-82.....	Taught school. In his last message he urged Congress to reduce adult illiteracy. Interested in Lincoln Memorial University, Tennessee.
Calvin Coolidge ⁸	Graduated from Amherst, 1895; studied law; honorary degrees from Amherst, Tufts, Williams, Wesleyan, University of Vermont, Bates.	Trustee of Amherst College. Honorary president of American Foundation for the Blind.
Herbert Hoover.....	Graduated from Leland Stanford Junior University, 1895; honorary degrees from Brown University, University of Pennsylvania, Harvard, Yale, Columbia, Princeton, Johns Hopkins, George Washington, Dartmouth, Rutgers, University of Alabama, Oberlin, Liège, Brussels, Warsaw, Cracow, Oxford, Rensselaer, Tufts, Swarthmore, Williams, Manchester, Prague, Ghent, Lemberg, Cornell.	Trustee of Leland Stanford Junior University since 1912; presented Dark Hollow School to the State of Virginia; created White House Conference on Child Health and Protection; gave personal library of material relating to the World War to Leland Stanford Junior University.
Franklin Delano Roosevelt.....	Graduated from Harvard University, 1904; attended Columbia University Law School, 1904-7; honorary degrees from Rutgers University, New Brunswick, N.J.; Hobart College, Geneva, N.Y.; Catholic University, Washington, D.C.; Washington College, Chestertown, Md.; American University, Washington, D.C.	Overseer of Harvard University 1918-24; trustee of Vassar College, St. Stephens College, and Cornell University.

⁶ Cleveland was also the twenty-fourth President of the United States. He was defeated in 1888, but was reelected in 1892.

⁷ McKinley was elected President in 1896 and reelected in 1900. He was assassinated by an anarchist, Leon Czolgosz, Sept. 6, 1901, at the Pan American Exposition at Buffalo. He died Sept. 14, and was succeeded by Theodore Roosevelt who after serving out McKinley's term was himself elected in 1904.

⁸ Coolidge who was Vice President during Harding's administration became President at his death Aug. 2, 1923. He was elected President in 1924.

Recovery Program News

[Continued from page 135]

Repainting School Plants." Approximately 15,000 copies have already been issued. The booklet, which contains many good suggestions for school administrators in connection with C.W.A. school-repair projects, was prepared by S. L. Smith, director of the Julius Rosenwald fund, southern office, and Dr. Ray Hamon, director of the Interstate School Building Service, Peabody College, Nashville, Tenn.

On February 1, Administrator Hopkins of the F.E.R.A. authorized relief to be provided "for more unemployed teachers in communities up to 5,000 population, where existing funds are insufficient." The funds, available only for teachers' salaries, may be used only "to maintain elementary and secondary schools in such areas and localities for the normal school term, with approximately the same teaching load as the present school year."

Recovery reprint

To bring together a usable collection of information describing, interpreting, and illustrating "Education in the Recovery Program", the Federal Office of Education has prepared a *SCHOOL LIFE* reprint, which is now available at 10 cents a copy. This reprint will probably be the most up-to-date and most comprehensive review available of the Recovery Program as it touches elbows with education.

Nursery schools

Cooperation of the child development department of Iowa State College, Ames, Iowa, with the Federal Emergency Relief Administration in their program of nursery education, is evident in the publication of three very useful mimeographed pamphlets by the F.E.R.A., with the aid of the Iowa State College. These pamphlets already being used in most of the emergency nursery schools, are: (1) Adequate Noon Day Menus and Recipes for Emergency Nursery Schools—Approximate Cost 7 Cents Per Serving, (2) Homemade Play Equipment, (3) Suitable Garments for the Nursery School Child.

Copies of the pamphlets may be obtained free from the office of Dr. Mary Dabney Davis, Federal Emergency Relief Administration, Walker-Johnson Building, Washington, D.C.

Nursery school teachers may also obtain free from the U.S. Department of Agriculture, Bureau of Home Economics, a 14-page list of "Noon Meals for Nursery Schools," by Helen Nebeker Hann.

The Colleges



Teacher Training Facts

How much college training do public school teachers receive? Twelve percent of elementary teachers, 60 percent of junior high school teachers, and 87 percent of senior high school teachers have had 4 years or more of college training. The equivalent of the Ph.D. degree (3 or more years of graduate work) is obtained by 1 of every 500 elementary school teachers, 1 of every 67 junior high school teachers, and 1 of every 34 senior high school teachers. These data are based on returns from a half million teachers contacted through the National Survey of the Education of Teachers.

Fraternity Men Lead

A survey of 156 colleges and universities by the National Interfraternity Conference shows that the scholarship averages of fraternity men in the majority of these institutions are higher than those of non-fraternity men. Of the quarter million students enrolled in these institutions, 7 out of 25 were members of 69 fraternities represented by 2,104 chapters.

New School

The University of Florida opened the new P. K. Yonge Laboratory School in the College of Education with dedication ceremonies February 16. The building, now completed, will house the school which opens next fall. The school will provide opportunities for experimentation and research in education, and will give prospective teachers opportunities for laboratory work in teaching.

New Style Examinations

The University of Chicago announces that students in the humanities curriculum may bring with them to final examinations any texts, notebooks, or reference material they choose. Examinations will be so constructed that factual material is subordinated to ability to know sources and to use them in drawing conclusions. While this type of examination has been tried in other institutions such as Columbia University, it is not in general use.

Hobart Plan

The "Hobart Plan" (Hobart College, N.Y.) contemplates starting the first semester on the Tuesday following Labor Day and concluding December 22, to be followed by a 3- or 4-week vacation. The second semester beginning in January will run without interruption until late in May.

The aim is to increase the efficiency of teaching during the year by doing away with the "broken semester" system.

Aid for College Students

Self-help students in college are to be aided by funds from the Federal Emergency Relief Administration (F.E.R.A.). On February 2, 1934, a program was approved to include all colleges which are nonprofit making, so that 10 percent of the resident full-time students may earn from \$10 to \$20 per month per student in return for suitable labor. Students selected for jobs are chosen on the basis of need, character, and ability to do college work. There is to be an equitable division of allotments between men and women students. The hourly rate of pay will be that commonly paid by the college, but not less than 30 cents per hour, and no student is permitted to work more than 30 hours in any week. Class instruction is not permitted, but students may work at jobs which include clerical, library, research, work on buildings and grounds, and other usual campus jobs. Jobs in general are under the direct charge of the college. The president of each participating college has virtual charge of the program and will submit a report to the State Emergency Relief Administration and to the Federal Emergency Relief Administrator.

WALTER J. GREENLEAF

Negro Education Conference

[Continued from page 143]

merce; William A. Aery, Hampton Institute, Hampton; H. O. Sargent, division of vocational education, Office of Education; J. H. Dillard, former president, Jeanes-Slater funds, Charlottesville, Va.; Paul Mort, Teachers College, Columbia University; E. S. Evenden, Teachers College, Columbia University; Alain Leroy Locke, Howard University; James Weldon Johnson, Fisk University; Leonard V. Koos, University of Chicago; Charles H. Judd, University of Chicago; Floyd Reeves, director personnel, Tennessee Valley Authority, Knoxville; Kelly Miller, Howard University; Robert L. Vann, special assistant to the Attorney General, District of Columbia; Thomas Jesse Jones, secretary, Phelps-Stokes fund, New York; William H. Kilpatrick, Teachers College, Columbia University; James F. Rogers, specialist in health education, Office of Education; Ellen C. Lombard, associate specialist in parent education, Office of Education; Anson Phelps Stokes, president, Phelps-Stokes fund, District of Columbia, and Grace Abbott, chief, Children's Bureau.

Have You Read?

DEAN Louis R. Wilson, of the University of Chicago Library School, points out three ways for increasing the significance of the school library. Writing in *School and Society* for December 30, he urges upon principals and superintendents a better understanding of the function of the school library; upon library schools an improvement of the instruction of school librarians; and upon teachers and librarians an extensive investigation of their common problems in the school library field.

The North Central Association Quarterly for January carries several papers on the practical application of the findings of the National Survey of Secondary Education. These include "How to Use the Findings of the National Survey", by Dr. L. V. Koos; "Music in the Secondary School", by Anne E. Pierce; "The School Library", by B. Lamar Johnson; and "Individual Differences", by R. O. Billett.

In line with the trend of the times, a new periodical has appeared with the title "Leisure, the Magazine of a Thousand Diversions" (683 Atlantic Avenue, Boston). In his foreword the editor says it is "a magazine dedicated to the constructive and enjoyable use of recreational hours." The first issue discusses hobbies, games, puzzles, and magic, and gives a brief history of the Puzzlers' League. The diversions enumerated range from community theater to stamp collecting.

That the public library is playing a large part in the lives of the unemployed is stressed by Sarah Byrd Askew in an article entitled "Our Public Libraries and the New Deal", appearing in *Recreation* for January. This number of *Recreation* is devoted largely to leisure-time activities.

School children are always wanting to know how a bill becomes a law. *Scholastic* for January 6 contains an article on the Seventy-third Congress. It is illustrated by 16 cartoons which show the progress of a bill from its introduction until it is a printed law.

The Review of Educational Research for December is devoted to the subject "The

Legal Basis of Education." The articles cover various phases of the subject from "Federal and State relations to Education" to "The legal status of teachers." A bibliography of 398 items points the way to further reading on each subject covered.

Beginning with the January number, *The Historical Outlook* has changed its name to *The Social Studies*. The responsibility for the editorship has been assumed by the American Historical Association with the cooperation of the National Council for Social Studies. In a foreword to the January number, Charles A. Beard, chairman of the executive board,

sets forth the reason for the changes and plans for the future.

Dean J. V. Breitwieser of the University of North Dakota writes on "Teacher Depressionists" in the *School of Education Record* for January. "The public thinks of its children, then thinks of the school building. But we must also remember that vital, fundamental, living human factor, the teacher." Then as "one who has experienced a salary reduction of 58 percent" he gives some excellent advice to the teachers who are in danger of losing their self-respect and professional efficiency through reduction of salary.

SABRA W. VOUGHT



★ Overworked Textbooks ★



REPORT of a Conference on Unsightly and Unsanitary Textbooks

J. F. ROGERS, M. D.

SINCE the introduction of the free-textbook system there have been objections from parents to the use by their children of soiled and damaged books. These complaints have sometimes amounted to indignation. Owing to recent reductions in expenditures for school supplies, a condition, which was never too satisfactory in many quarters, has become decidedly worse. At the instance of Mrs. F. J. Flagg, Newtonville, Mass., a conference was called on January 10, 1934, by the United States Commissioner of Education to consider the subject. A brief report of the proceedings follows.

According to those who have investigated the subject "the useful life of an

elementary textbook is approximately 3 years."¹

The outward appearance of the soiled book can be considerably improved by rebinding and retrimming but there is no process for renewing its fading attractiveness nor of restoring the lost or damaged pages.

Previous to 1929 books were often in service for many more than 3 years, and a dilapidated, recently used specimen presented at the conference bore the date of 1915. Although the expenditures for books have never been more than 2 percent of the total amount of the annual school budget, attempts at economy during the last 3 years have led to the use of textbooks over a longer period of time, and in the same session, by a larger number of pupils. There is measurable evidence of this in statistics collected by this Office

¹ Englehardt and Englehardt. *Public-School Business Administration*, 1927. P. 736. This estimate is based on the use of a book by 1 pupil in each of the 3 years.

from 54 publishers of textbooks. From 1930 to 1931 there was a drop in sales of 13.6 percent and in 1931-32, a further decrease of 21.97 percent. For the 2-year period there was no decrease in the number of pupils, so textbooks were either being used for a much longer period, by more children in the same session, or both changes have come about. "No book can be handled daily by school children over a period of several years and remain decently clean."² If textbooks or other books were previously unsightly and unsanitary these conditions are accentuated. The book which was previously overworked now breaks down from both the aesthetic and hygienic point of view. It was reported at the conference that in one school, which was not an exception, 38 children were found to be using 6 books in common, and we have information to the effect that in some schools the same book is assigned to more than 10 children. Even if the book were in use but 3 years its normal life, in this case, is outlived tenfold.

Mental effect

Attempts are made by school officials to hold the pupil responsible for needless damage to books, but where more than one child uses the same book this becomes next to impossible.

The effect upon the child's attitude toward books and hence toward the content of books was stressed. The uncleanly and dilapidated textbook reduces interest in what the book stands for. It is hardly worth while to teach respect for books if they are not worthy of respect. But the condition reacts against training in cleanliness and neatness for which the schools have always worked.

More recently the need for cleanliness has been urged as a general health measure and a needful habit in hygiene. The lessons both in aesthetics and hygiene are nullified with increasing measure by soiled and damaged books placed in the hands of the pupils.

Menace to health

Although transmission of disease has never been definitely identified with the use in common of books, the possibility of such transmission has been in the mind of sanitarians for years.

It is known that the bacteria involved in the production of the infectious diseases are transmitted from man to man through direct contact, and sometimes indirectly through fresh discharges from the body. Moreover persons who are apparently well may be carriers and transmitters of the organisms.

² Blair, Hubert. Dirty textbooks. *Education*, 54: 60, September 1933.

The bacteria involved in communicable diseases are comparatively short lived outside the human body and especially in a dry and warm environment such as, fortunately, is furnished by the pages of a school book. However where the book has recently been sneezed, coughed, or talked over by a carrier of infection and within a few minutes or hours is used by another pupil who mouths his fingers as he turns the pages, or soon after, there is the possibility of transfer of germs which may be not only virulent but considerable in number.

Laboratory studies of school children have shown that as high as 1.7 percent may be carriers of virulent diphtheria bacilli even when the disease is not unusually prevalent.³

In one study 20 percent of healthy persons were found to be carrying the organisms of pneumonia and in another investigation these were found in from 48 to 85 percent. Fortunately the most virulent of the four types of pneumococci is least often found.⁴

Though the organisms are not yet identified it is well established that those which have to do with colds and influenza are readily transmitted directly and recent experiments⁵ add to the suspicion that infection might possibly be acquired through the handling of books and subsequent mouthing of fingers.

In the recent studies of tuberculosis in school children made in Philadelphia by Opie and others⁶ a few children were found to have tubercle bacilli in their sputum.

Pathogenic organisms deposited on books, artificially or through use, have been recovered by laboratory methods though usually within a few days of their contamination.

If there is no direct proof that, ordinarily, the common book is a transmitter of disease the circumstantial evidence to this effect is strengthened by present practices.

Effect on vision

It was brought out at the conference that dirty and damaged books impose additional work upon the eyes of school children, many of whom have enough to do in coping with clear print on a clean background. The process of reading let-

³ Rosenau, M. J. *Preventive Medicine and Hygiene*, 1927, p. 132.

⁴ Ibid.

⁵ Bliss, A. E., and Long, P. H. *Proceedings, Society of Experimental Biology and Medicine*, 31: 31, October 1933.

⁶ Opie, Landis, McPhedran, and Hetherington. Tuberculosis in public-school children. *American Review of Tuberculosis*, 20:413-510, October 1929.

ters or figures must be slowed even though no serious strain upon the eyes is imposed.

It was emphasized that the scanty supply of books is, in many schools, only in part to blame for their objectionable condition. "The facilities for cleanliness in the average elementary school are still as primitive as in the rural schools of a generation ago. With neither hot water, soap, nor towels furnished one wonders that the books are not dirtier than they are."⁷

It would be possible to reduce the cost of books by issuing them in pamphlet form, or with board covers, but it was pointed out that while the unbound book would cost only about half as much its life would be proportionately brief.

Recommendations

The conference would urge: [a] That no reduction should be made from the usual expenditures for school books, and that a sufficient supply be purchased to assure the child of reasonably clean copies. [b] That facilities for cleanliness, including hot water, soap, and towels, be supplied in every school. [c] That the use of these facilities should not only be taught but insisted upon. [d] That the practice of mouthing the fingers while handling books be reduced by precept and persuasion to a minimum. [e] That all children be taught to avoid coughing or sneezing over books. [f] That adequate medical inspection be furnished with exclusion of active tuberculosis. [g] That teachers be given instruction in the prompt detection and exclusion of all cases of communicable disease. [h] That school books be stored during the summer in a dry, light, warm place so that pathogenic organisms will be most likely to perish before the next session.

⁷ Blair, Hubert. *Op. cit.*

★ CWA in Action

EVERY school building in Fulton County, Pa., is having some kind of improvement work under C.W.A. funds....The State of Pennsylvania is also using C.W.A. funds for a survey of recreational activities, the purpose of which is to obtain data on the effectiveness of the recreational program in meeting the needs of the people in various counties....Symphony concerts arranged with C.W.A. funds are popular in San Francisco. Admission is free to pupils and their parents....More than \$69,000 of C.W.A. funds has been allotted to the Philadelphia Zoological Garden for improvements in housing the animals.

This Flying Game

FOR SOME unaccountable reason many young men seeking entrance into aviation occupations think only of employment as pilots, mechanics, and in other jobs directly concerned with operating airplanes. A glance at an organization chart of an air line company, however, will convince anyone that the occupations available are just as diverse as those to be found in many other types of industry. Aircraft concerns need stenographers, bookkeepers, salesmen, and managers just as much as other industrial organizations.

There is a mistaken idea abroad, also, that all persons who enter air transportation or airplane factory employment must start at the bottom. On this basis it would be necessary for an individual to start at common labor, say in an aircraft factory, and work his way up through the small parts, fabrication, and production departments into the assembly department, from which the airplane is either shipped or flown. Having arrived at this status it would be necessary for him to take flight training previous to seeking any higher or more influential positions. This is not true. While large numbers of individuals now employed in various phases of aviation have risen from the ranks, many of the present personnel have transferred from somewhat similar positions in other fields of employment.

The aviation industries are now well established. The individual who seeks employment must have employment assets. The person who "can do anything" is not a welcome applicant for a job in the air transport industry.

For the information of those who desire to know the kinds of occupations to be found in the aviation industry, the following list, prepared by the Aeronautics Branch, Department of Commerce, and included in Aeronautics Bulletin No. 19, is enlightening:

FLYING OPERATIONS

Pilot—Scheduled mail, passenger, and express and aerial taxi service, sightseeing, aerial photography, crop dusting, and other miscellaneous operations. Government pilot—Inspector, etc. Instructor—Training school. Aerial photographer, radio operator, steward.

★ R. W. HAMBROOK Offers Helpful Hints on Opportunities in Aviation, the Career Most Popular with School Boys

GROUND OPERATIONS

Operations manager, airline dispatcher, traffic agent, maintenance superintendent, engine mechanic, airplane mechanic, parachute rigger, radio mechanic, radio engineers and operators, instrument repair man, airport manager, airport engineer, airport ground man, helper; instructor, ground subjects. Airways positions—Mechanician, airways keepers, weather observers, traffic supervisors, and radio operators.

MANUFACTURING

Executive, aeronautical engineer, test pilot, salesman and demonstrator (pilot), draftsman, airplane factory inspector (Department of Commerce). Skilled worker—Welder, woodworker, sheet-metal worker, machinist, assemblyman; helper in one of above trades.

BUSINESS PHASE

Aerial photography and surveying, aircraft sales and distribution, aerial advertising and promotion, airport development and management, accessories specialists, insurance experts, factory and office executives, lighting specialists.

POSITIONS FOR WOMEN

Pilots (engaging in miscellaneous activities), flying instructors (instructing women students), saleswomen at aviation schools (selling training courses), airport operators, airport managers and assistants, airport hostesses, miscellaneous airport positions, airline traffic representatives and managers, hostesses on air liners, air travel advisers (travel agencies), aircraft saleswomen, accessory saleswomen, aeronautical promoters, aerial advertisers, interior decorators (cabin interiors), factory workers (chiefly sewing of fabric covering on aircraft).

The Office of Education constantly receives requests for information on aviation occupations, which indicate a widespread interest in this subject, especially on the part of young men. With this in mind, therefore, an effort is here made to answer some of the questions most frequently asked.

Question. What chance has the average individual to obtain employment in the field of aviation?

Answer. Although there are probably less than 10,000 persons employed in all phases of aviation in the United States today, an individual who desires to enter the field of aviation, is willing and able to secure training, has the qualifications, and

is determined to secure employment regardless of the effort required, will usually be successful. Individuals who have already had employment experience in certain types of office and shop work may find that this experience is an asset in obtaining employment in some phase of aviation work. An untrained person, on the other hand, can secure training in a public or private aviation school.

Q. What are the physical and mental requirements for a pilot?

A. A pilot must be physically fit and must pass the examination prescribed by the Aeronautics Branch of the Department of Commerce. He must be normal mentally also, and must possess good judgment to meet the emergencies which arise in his occupation.

Q. What are the requirements for an aviation mechanic?

A. Aeronautics Bulletin No. 7, "Air Commerce Regulations," published by the Aeronautics Branch of the Department of Commerce, which may be obtained upon application, clearly specifies the requirements for licensing of mechanics. Briefly, an applicant for an aircraft engine mechanic's license must have had at least 2 years' experience on internal-combustion engines, 1 year of which must have been on maintenance of aircraft engines, and must pass both a theoretical and a practical examination on aircraft engines. An applicant for an airplane mechanic's license must have had at least 1 year's actual experience in building or maintaining or repairing aircraft, and must pass a theoretical and practical examination on airplane mechanics. It is not necessary, however, for an aviation mechanic to be licensed in order to work on aircraft as long as he works under the supervision of a licensed aviation mechanic.

Q. What opportunity has a machinist for securing work in aviation?

A. According to information secured from air transport organizations a high-grade machinist or toolmaker is among the applicants most welcome.

Q. What opportunity is there for an auto mechanic to secure work in aviation?

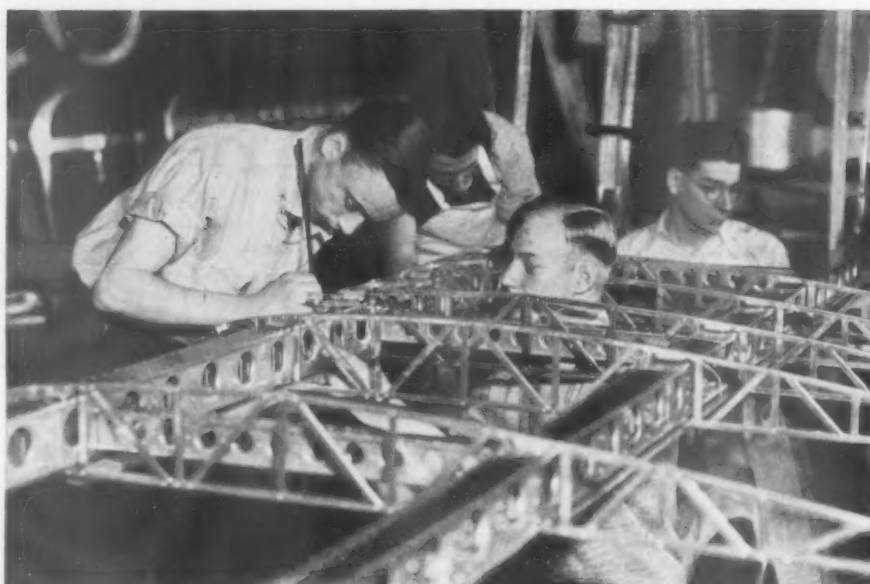
A. The auto mechanic is much less sought after in aviation. Among the reasons given for this change of attitude is that standards are different as between the automobile and aviation industries. Machine-shop practice is considered a good prerequisite for an aviation course.

Q. What is the best way to secure training in aviation mechanics?

A. A number of public schools are providing excellent training for aviation mechanics, as also are many private schools. The longer and more thorough courses of training are much to be preferred. It is essential that aviation training be on a careful and exhaustive basis. If an individual enters preliminary employment in some phase of aviation, it is possible for him to secure extension training in evening school. Evening school training of the extension type is of limited value for persons who do not work at employment for which they are receiving outside training. It is possible for persons employed at airports or in aircraft factories to secure related technical information through textbooks and correspondence schools for the purpose of advancing themselves.

Q. How can a person become a transport pilot?

A. See Aeronautics Bulletin No. 7, "Air Commerce Regulations", previously referred to. This bulletin discusses qualifications of pilots, privileges and restrictions of licensed pilots, applications for pilot's licenses, character, age, physical, and citizenship qualifications. It also contains information on the flying experience required and on the required examinations and tests. A transport pilot must have had 200 hours of solo flying, at least 5 hours of which must have been within 60 days preceding the filing of application for license. A limited commercial pilot must have had 50 hours solo flying, 5 hours of which must have been within 60 days preceding the filing of the application. For scheduled air transport rating a pilot must have a transport license with proper rating and 1,200 hours of certified solo time within the last 8 years, at least 500 hours of which must have been cross-country. A copilot's time may be credited to this period. In addition, the pilot must have had 75 solo hours of night flying, at least 50 percent of which must have been cross-country over lighted airways.



Constructing an airplane wing in Baltimore trade school

Q. What are the openings for air transport pilots?

A. Although air transport has continued to develop during the depression, the latest Air Commerce Bulletin of the Department of Commerce shows that there are 14,078 pilot's licenses, and 609 of these have transport pilot ratings. It is apparent, therefore, that there is an excess of trained men who are as yet unplaced in this type of work. The latest information shows also that there are 11,086 student pilots with Government permits.

Q. How can one become an air hostess?

A. Because thousands of girls are interested in employment as an air hostess, air transport organizations may make their selections for such positions carefully. Preference so far has been given to girls who can pilot airplanes and who have been trained as nurses. Training as a nurse is not particularly valuable from the standpoint of first aid, although a knowledge of first aid may be helpful on occasions, but rather because a nurse has an understanding of human nature which enables her to deal with individuals tactfully, under flight conditions.

Q. What is the cost of training for aviation occupations?

A. Because costs vary so greatly, this question is difficult to answer correctly. A transport pilot's training may involve the expenditure of as much as \$4,000. Satisfactory training may cost the mechanic several hundred dollars. It is possible, of course, to secure training at less expense, depending upon equipment, location, and teaching personnel of the school.

Excellent mechanics' courses are given in some high schools. Public schools do

not assume responsibility for flight training. Information on the cost of training may best be secured by visiting or corresponding with a school which offers aviation courses. A list of approved pilot-training schools may be obtained from the Aeronautics Branch, Department of Commerce, Washington, D.C.

In addition to Department of Commerce Bulletin No. 7, those interested in aviation training may wish to obtain a copy of Bulletin No. 142, "Vocational Training for Aviation Mechanics", issued by the Federal Board for Vocational Education, from the Superintendent of Documents, Government Printing Office, Washington, D.C. Price 35 cents.

★ Place of Science

THE American Association for Adult Education, East Forty-second Street, New York City, is studying the place of science in the field of adult education. Information as to successful practices and existing needs not being met should be reported to this association. Scientists and educators are invited to send suggestions and inquiries.

★ Child's Typewriter Book

SOMETHING entirely new in educational textbooks—the world's first typewriter book for children—is off the press. "Ted and Polly", a production of Dr. Ralph Haefner, Columbia University, is "not only to guide the child in learning to use the typewriter, but also to relate typing activities to reading, spelling, and composition."

Recent Theses

THE LIBRARY of the Office of Education collects doctors' and outstanding masters' theses in education, which are available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses is given each month. Additional theses on file in the Library will be found, marked with an (*) in the current number of the bibliography of research studies in education.

ANDERSON, ERIK A. A study of the educational and service facilities in the Providence junior high schools in comparison with accepted standards. Master's, 1933. Boston University. 339 p. ms.

BONEY, C. D. A study of library reading in the primary grades. Doctor's, 1933. Teachers College, Columbia University. 71 p.

CAILLE, RUTH K. Resistant behavior of preschool children. Doctor's, 1932. Teachers College, Columbia University. 142 p.

COOPER, JOHN ANDREW. The effect of participation in athletics upon scholarship measured by achievement tests. Doctor's, 1932. Pennsylvania State College. 21 p.

DELEHANTY, WILLIAM J. The legal aspects of religious education in public schools. Master's, 1931. New York State College for Teachers. 34 p. ms.

DERICK, CHARLES B. A study of some attitudes of high-school pupils toward student teaching, including a test to measure these attitudes. Master's, 1933. Pennsylvania State College. 58 p. ms.

ENGEL, FREDERICK E. A study of the mood responses to music of junior and senior high school students, on the basis of selection and sex. Master's, 1933. Syracuse University. 89 p. ms.

EVANS, EDWIN B. The social aspects of modern American poetry: A sociological interpretation of poetry. Doctor's, 1928. New York University. 298 p. ms.

FUDA, ANNA M. Teacher judgments of in-service education: In-service section of the national survey of the education of teachers. Doctor's, 1932. New York University. 83 p. ms.

GARRISON, WILLIAM M. Some results from teaching vocational agriculture in three West Virginia high schools. Master's, 1933. West Virginia University. 148 p. ms.

HAMM, ANSON M. The measurement of the relative interest value of representative items taught in educational psychology. Master's, 1933. Pennsylvania State College. 60 p. ms.

HERRIOTT, FRANK W. Scope and relationship of character-building agencies dealing with high-school students, Montclair, N.J. Doctor's, 1933. Teachers College, Columbia University. 223 p.

HYLAN, JOHN C. The history of secondary education in York and Oxford Counties in Maine. Master's, 1932. University of Maine. 78 p. (University of Maine studies, second series no. 29.)

LADER, LESTER C. Comparison of rural and village high-school pupils in certain interests and activities. Master's, 1933. Syracuse University. 112 p. ms.

LUDWIG, GEORGE P. Attitudes and convictions of pupils and teachers of seven West Virginia high schools toward cocurricular activities. Master's, 1933. West Virginia University. 79 p. ms.

MALLORY, ARTHUR E. The significance of plane geometry as a college-entrance requirement. Doctor's, 1932. George Peabody College for Teachers. 108 p. (Contribution to education, no. 110.)

OUTHIT, MARION C. A study of the resemblance of parents and children in general intelligence. Doctor's, 1933. Columbia University. (Archives of psychology, no. 149.)

SCHANCK, RICHARD L. A study of a community and its groups and institutions conceived of as behaviors of individuals. Doctor's, 1932. Syracuse University. 133 p. (Psychological monographs, vol. 43, no. 2. Whole no. 195.)

TILTON, JOHN P. An objective study of body build in relation to the use of height-weight norms. Doctor's, 1933. Harvard. 296 p. ms.

RUTH A. GRAY

Electrifying Education

TEN YEARS of research and experimentation have demonstrated that the motion picture has great educational value. Its direct classroom instructional use can revolutionize the teaching process. Its informal and supplementary use both in school and outside can make a rich contribution to the education of tomorrow which will give a new appreciation of leisure and its usefulness, and a new sense of citizenship and cooperation. Notwithstanding its tremendous educational possibilities, less than 10 percent of the public schools in the United States make systematic use of the motion picture; and the informal educational-cultural use of films, in main, is chaotic and disorganized. Why?

The answer is not that educators are unaware of the force of such films. Their merits are strewn through the pages of many volumes. The answer is not that Americans do not want to be educated. An entire Nation seeks enlightenment. The answer is not that there has been a lack of interest or effort in the field. More than 35 reliable companies produce nontheatrical films, and nearly 200 companies distribute them. There are approximately 350,000 nontheatrical projectors in the United States. Nevertheless nontheatrical motion-picture enterprise is practically at a standstill. *It appears that the present deadlock is caused by a lack of national planning.*

Readers of this column are invited to send in suggestions as to what should be done to break this deadlock to the end that the full value of the film may be utilized in education in its widest sense.

Have you seen a copy of *Sight and Sound*, the very attractive quarterly magazine published under the auspices of the British Institute of Adult Education? Radio, motion pictures, and recordings are the principal subjects covered. Address: *Sight and Sound*, Fulwood House, High Holborn, London, W. C. 1.



Dr. W. H. Kilpatrick in the ERPI sound film *Dynamic Learning*

The Ohio Emergency Schools Administration has established the Ohio Emergency Junior Radio College for the Benefit of the unemployed. Lessons are being broadcast over Radio Station WOSU at Ohio State University in Columbus.

Educational broadcasts rank high in popularity, according to the recent Literary Digest poll. Ninety-seven percent of the listeners who reported indicated that they liked educational features. The NBC Music Appreciation Hour, conducted by Dr. Walter Damrosch, was a favorite. Ninety-nine out of a hundred indicated that they liked it.

CLINE M. KOON

The VOCATIONAL Summary



Home Economics • Agriculture

Rehabilitation

Trade and Industry



PAUL W. CHAPMAN

THE OFFICE of Education is indebted to the students of three different vocational schools located in as many different cities for its exhibit at the N.E.A. Department of Superintendence in Cleveland, February 25 to March 1.

A block letter sign "Office of Education" was designed and made by the students of the commercial art class, Baltimore Boys' Trade School, who also lettered a large chart with an accompanying recovery "alphabet."

Boys in the carpentry and electrical classes of the Cleveland Trade School arranged the drapery for the booth, wired the electric sign, and constructed the table and shelves used in the booth. The commercial art class of the Toledo Vocational School furnished additional posters for decorating the booth.

New book

New Land—A novel for boys and girls, and grown-ups too, by Sarah Lindsay Schmidt, is the story of the struggles of a city boy and girl, Charley and Sayre Morgan—twins—in their efforts to establish themselves with their father, on a Wyoming homestead project. It centers around the difficulties and final success experienced by brother and sister, under the guidance of a wise, competent, and sympathetic vocational agriculture teacher, in carrying through their long-time supervised farm practice project and getting started in farming. Charley's farm shop work, and the attention it attracted; the State stock-judging contest and its attendant excitement; the blizzard,

in which Charley and his bitter rival, Frank Hoskins, were almost lost; and the confession of the thief who stole Sayre's turkeys, make interesting reading. Incidentally, the story will be a revelation to the reader who is unfamiliar with the vocational agriculture program carried on throughout the country. *New Land* was one of the selections of the Junior Literary Guild for August and received wide circulation. The author is the wife of Dr. G. A. Schmidt, of the Vocational Education Department, Colorado Agricultural College. The book is published by McBride, New York.

Conference dates

As a result of a number of urgent requests from the States, regional conferences on vocational education, dropped last year on account of economic conditions, will be resumed again this year. The schedule for these conferences is as follows:

Southern region

Joint agricultural and home economics conference, Memphis, Tenn., April 30; 4 days.

Trade and industrial conferences, Charlotte, N.C., April 17; 2 days. New Orleans, La., April 23; 2 days.

Central region

Agricultural conferences, St. Joseph, Mo., March 29; 2 days. Ortonville, Minn., April 3; 2 days. Indianapolis, Ind., April 12; 2 days.

Home economics conference, Chicago, Ill., April 16; 5 days.

Trade and industrial conference, Chicago, Ill., April 10; 3 days.

North Atlantic region

Agricultural conference, New York City, March 29; 3 days.

Home economics conference, New York City, week of April 23; 3 days.

Trade and industrial conferences: Hartford, Conn., May 3; 2 days. Pittsburgh, Pa., May 24; 2 days.

Pacific region

Joint conference of agriculture, home economics, and trade and industry, Salt Lake City, Utah, June 4; 5 days.

Chapman made dean

Mr. Paul W. Chapman, who since 1925, has been State director of vocational education for the State of Georgia, has been appointed Dean of the College of Agriculture, University of Georgia.

Identified with educational work ever since his graduation from the University of Missouri in 1914, Mr. Chapman has been successively a teacher in the public schools of Macon, Mo.; superintendent of schools for Queen City and New London, Mo.; superintendent of agricultural education for the State of Missouri and the State of Georgia; and for the past 8 years State director of vocational education for the latter State.

As an educator Mr. Chapman has taken a prominent part in educational organizations. He is a past president of the American Vocational Association, of the National Association of State Directors of Vocational Education, and of the Department of Vocational Education, National Education Association; and is at the present time chairman of a committee appointed by the National Education Association to draw up a vocational education program to be incorporated in a proposed program of public education. He was also a member of the National Advisory Committee on Education.

Mr. Chapman has taught summer courses in a number of colleges and universities. For the past five years he has been associated in this connection with the Colorado Agricultural College.

In his new position, Mr. Chapman will be in charge of the educational activities of the College of Agriculture, University of Georgia.

Studies progress

Three studies in the field of vocational agriculture are being conducted by the agricultural education service in the Office of Education. One of these, "The Determination of the Potential Locations for Agricultural Departments", is intended to locate high schools having an enrollment of farm boys sufficient to justify establishing courses in vocational agriculture. Data obtained will, it is expected, provide a basis for expansion of State programs, insure more effective location of agricultural departments, and aid administrators in measuring their financial needs. "Establishing Vocational Training in Small Rural High Schools", a second of the studies in hand, has for its objective to determine effective procedures in providing small high schools with courses in vocational agriculture. Under present conditions some 1,200 teachers of vocational agriculture are teaching on a part-time basis, in one or more schools, some of whom in addition to their duties as teachers are charged with responsibilities as principals or supervisors. This study proposes to answer the question: "How can these fractional programs be organized, without seriously weakening the vocational agriculture program?" A third research is entitled "A Case Study of Former Vocational Students Now Farming Successfully." It has been undertaken in the expectation that the "vocational histories" of these successful farmers will indicate ways in which the vocational program of agricultural training may be improved in respect to its objectives, its methods of follow-up of former students by teachers, and the placement activities of teachers. It is expected further that these former students themselves will suggest specific improvements.

In North Carolina

As its contribution to the study on "Potential Locations for Agriculture Departments", being conducted by the Office of Education, North Carolina has forwarded a detailed report showing that 177 white and 31 Negro high schools in the State are offering instruction in vocational agriculture, and that vocational

agriculture departments might be appropriately added to 169 white and 39 Negro high schools. It gives also detailed information on the occupational status of two groups—(1) Boys graduating from high schools not offering instruction, and (2) boys graduating from high schools in which such instruction is given; and contains a copy of the questionnaire and circular letter used by the State Department of Education in obtaining its data.

Potential locations suggested in the North Carolina report are rural high schools which have sufficient farm boys enrolled to justify the establishment of a department of vocational agriculture.

Cooperative plan

A cooperative part-time educational plan is being developed in Mississippi and Florida, which, it is believed, will serve southern communities better than any other plan yet set up. This plan, which was formulated by the regional agent for trade and industrial education in the Southern States in the Office of Education, in cooperation with vocational education leaders in several States, calls for a cooperative arrangement between the school and the business and industrial concerns of the community. Students enrolled in part-time cooperative courses spend a half of each week day during the school term in employment in a chosen occupation and the other half in school. Two full periods of the school time are devoted to the study of related and technical studies pertinent to the job in which the student is engaged. The remainder of the time may be devoted to regular high-school subjects. By this arrangement the student may graduate from high school.

To enroll in the course, boys or girls must be over 14 years old, must have completed at least 2 years of high-school work, and must have had at least a minimum amount of study and counsel on the requirements and opportunities of the occupation they desire to enter, and employer and school authorities must be satisfied that the applicants are mentally and physically fit to pursue training. To insure the proper functioning of the cooperative part-time plan now under way in Mississippi and Florida, committees composed of representative business and industrial leaders of the community and one or more leaders from civic clubs and school organizations are set up to act as advisers and counsellors and to aid in promoting the general activities of the program. In addition, occupational committees are organized, composed of one or more leaders in each occupation in which training is given and a representa-

tive of the school, to assist in selecting students, developing instructional material, and correlating related and technical information and training in the occupation. A full-time coordinator is provided for, whose duty it is to promote interest in and organize various phases of the program. The cost of the cooperative part-time educational program is extremely low. No special laboratory equipment is needed, since the plant, shop, or office in which the student is training provides equipment. The southern cooperative part-time plan differs from other plans of a somewhat similar character in that (1) the enrollment is limited to junior and senior high school students; (2) students receive high-school credit for time spent in industry and for technical and related subjects required in the course; and (3) it guarantees closer contact between the school system and industrial leaders.

CWA and rehabilitation

Funds made available to the States for Civil Works projects have in a number of instances provided opportunities for vocational rehabilitation departments to secure data which will be of decided value to their programs. For example, a number of projects are already under way for making a census of disabled persons in various communities. These studies will provide information not only as to the number of physically handicapped persons in these communities, but also as to their disabilities, their social and economic status, and their need for vocational readjustment. Although in the past State rehabilitation departments have felt the need for such information, and some of them have been in a position to finance such studies, most of them have had to forego their advantages because of lack of funds or facilities with which to secure the information. In several States also studies are being made with respect to employment opportunities for the disabled in both industrial and agricultural communities. Employers, both large and small, are being contacted for the purpose of ascertaining the degree to which they are already employing and to which they might employ physically handicapped workers. Here again is a field of investigation which has been carried on in only a limited way in the majority of the States. Such projects offer great promise for advancing the rehabilitation service in ways which are essential to its maximum development. It is expected that the possibilities of C.W.A. projects in relation to vocational-rehabilitation programs will be further explored.

CHARLES M. ARTHUR

Nursery Schools in England

"TIS A delight to look on him in tireless play attentively occupied with a world of wonders, so rich in toys and playthings that naked Nature were enough without the marvellous inventory of man"

and

"his game is our earnest, and his drummes, rattles and hobby-horses, but the emblems, and mocking of mans businesse"

are included in the "background of scientific knowledge" against which the Consultative Committee of the Board of Education of England and Wales in its latest report draws a picture of the kind of training that should be given in nursery and infant schools to children up to the age of 7+. Here is a committee that calls on physicians, school inspectors, teachers, and directors for the best and newest of what they know about little children but neither forgets nor fears to voice those truths that lie in the common, daily experience of presumably unscientific folk. It is that mingling of common and scientific sense which makes the committee's three reports "The Education of the Adolescent", "The Primary School", and "Infant and Nursery Schools", peculiarly valuable.

For this third report the committee was directed—

"To consider and report on the training and teaching of children attending nursery schools and infants' departments of public elementary schools, and the further development of such educational provision for children up to the age of 7+."

The report begins with an historical sketch, not overloaded with details, of the development of infant education in Great Britain from 1816, when Robert Owen set up his noted school at New Lanark, to 1932. Then follow two chapters, one each on the physical and mental development of children up to the age of 7+. These are the "background of scientific knowledge" and on the whole they with their related appendices furnish an unusually good one woven from reliable fabrics.

Next are some pages on the age limits and organization of the infant stage of primary education. Since 1870 the lower age limit for compulsory attendance in England

★ JAMES F. ABEL Reports on English and Welsh Committee's Study of Child Training in Public Schools

and Wales has been fixed at 5. Under 5, voluntary attendance may be allowed but no grants from the national exchequer are given for children under 3. With 64 years of experience on which to draw, the committee feels that there is no good reason for modifying the existing school attendance laws.

The place of nursery schools and classes in a national system of education the committee fixes in its statement:

"We believe that, where home conditions are good, the best place for the child below the age of 5 is at home with his mother. But during these decisive years some expert advice appears to be essential; and for the majority of parents this has to be obtained mainly through the public medical service or through the agency of the schools; the advantage of the school being that the mother is enabled both to obtain advice and to share her responsibilities with a teacher who is skilled in the care of young children."

"Any provision made by the State should be designed to supplement the home and to strengthen the ties between parents and their children. Apart from the educational aspects of nursery schools and classes, they are a remedial agency affording partial compensation for unfavorable home environment, and they should therefore be provided first in districts where home conditions are bad."

How the little children in these schools are to be trained and taught is the next question the committee answers. Physical health including nervous and mental stability, in its view, comes first; the fundamental purpose of the nursery school or class is to reproduce the healthy conditions of a good nursery in a well-managed home.

The infant school, as the term is used in the report, is for children from 5 to 7+ and is to provide the educational needs of the years of transition that separate babyhood from childhood. Its curriculum is to be thought of in terms of activity and experience rather than of knowledge to be acquired and of facts to be stored, but—

"This does not mean that the school has to stand aside and leave the child to follow the wind's way all the time. In recent years, both in this country and in America, there has been a tendency to exaggerate the childishness of the child, and to deprecate any procedure, especially in the training of the mind, which will interfere with it. . . . The healthy child attaches no value to his childishness; all his instincts prompt him to savor the experiences of those older than himself, and the school which would confine him entirely to childish things because it thinks them most appropriate to his years, does him a grave disservice. . . . The child should begin to learn the 3 R's when he wants to do so whether he be 3 or 6 years of age."

The teacher of little children is pictured by the committee as a person of balance, sympathy, understanding, and imagination, with a real love and respect for children, a pleasant voice, skilled in handwork and nature study, with any gift she may have for music and art well developed, and pursuing some outside study for its own sake to keep alive her intellectual interests.

Child study, the study of children's mental and physical development, is to be the basis of her training. On her training-college preparation, usually of 2 years plus a probationary year in service, as a basis, the teacher is to learn her craft in the school of experience and year by year place more reliance on what she found out in the school itself. On her knowledge of fundamental principles, she is to practice an honest self-criticism, and to evolve her own methods.

New book

Great Britain. Board of Education. Report of the Consultative Committee on Infant and Nursery Schools. London. His Majesty's Stationery Office, 1933. 282 p.

The third of a series, the first two of which are *The Education of the Adolescent* and *The Primary School*. Among the best of recent studies of infant and nursery schools.



OUR BULLETIN BOARD



Business Education

Business education and the consumer will be the chief topic considered at the Second Conference in Business Education and the Consumer to be held at the School of Business of the University of Chicago, June 27 and 28.

Meetings

National

American Association for Adult Education. Milwaukee, Wis., May 21-23.
American Association of Collegiate Registrars. Cincinnati, Ohio, April 17-19.
American Association of Collegiate Schools of Business. St. Louis, Mo., April 26-28.
American Association of Mental Deficiency. New York, N.Y., May 26-29.
American Association of Museums. Toronto, Canada, May 30-June 1.
American Philosophical Society. Philadelphia, Pa., April 19-21.
American Physical Education Association. Cleveland, Ohio, April 18-21; Eastern Section: Atlantic City, April 4-7; Mid-West section, Cleveland, Ohio, April 17-21.
American Red Cross. Washington, D.C., April 9-12.
Association of American Physicians. Atlantic City, N.J., May 1-2.
Association of Art Museum Directors. Baltimore, Md., May 14 or 15.
Association of Colleges for Negro Youth. Talladega, Ala., April 3-4.
Association of University and College Business Officers. Lawrence, Kans., first or second week in May.
Boys' Clubs of America. Pittsburgh, Pa., May 10.
Commission on Higher Institutions. Chicago, Ill., April 18-21.
Commission on Secondary Schools. Chicago, Ill., April 18-21.
Commission on Unit Courses and Curricula. Chicago, Ill., April 19-21.
National Americanism Commission, American Legion. Indianapolis, Ind., May 2.
National Association of Penmanship Teachers and Supervisors. Indianapolis, Ind., April 18-20.
National Child Labor Committee. Kansas City, Mo., May 23.
National Conference of Social Work. Kansas City, Mo., May 20-26.
National Organization for Public Health Nursing. Washington, D.C., April 22-26.
National Probation Association, Inc. Kansas City, Mo., May 18-19.
National Security League. New York, N.Y., May 2.
National University Extension Association Conference. Chicago, Ill., May 16-18.
Simplified Spelling Board. New York, N.Y., May 1.
Society of State Directors of Health and Physical Education. Cleveland, Ohio, April 18.
Young Women's Christian Association, National Board, Leadership Division. Philadelphia, Pa., May 2-8.

Sectional

Classical Association of New England. Providence, R.I., April 6-7.
Classical Association of the Atlantic States. Dallas, Pa., May 4-5.
Eastern Arts Association. Rochester, N.Y., April 4-7.
Eastern Society of Directors of Physical Education for Women. Washington, D.C., April 2-3.
Eastern States Association of Professional Schools for Teachers. New York, N.Y., April 12-14.
Inland Empire Education Association, Council of Psychology and Education. Spokane, Wash., April 4-6.
Mid-West Association of Directors of Physical Education for Women in Colleges and Universities. Oberlin, Ohio, April 16-17.
Midwestern Psychological Association. Lafayette, Ind., May 10-12.
Mississippi Valley Historical Association. Columbia, Mo., April 26-28.
New England Association of College Teachers of Education. Storrs, Conn., April —.
New England Certificate Board. Boston, Mass., April 28.
New England Modern Language Association. Cambridge, Mass., May 11-12.
North Central Association of Colleges and Secondary Schools. Chicago, Ill., April 18-21.
Northwestern Association of Secondary and Higher Schools. Spokane, Wash., April 5-7.
Southern Association of Teachers of Speech. Birmingham, Ala., April 17-21.

State

California Council of Education, Oakland or San Francisco, April 14.
Georgia Education Association. Atlanta, April 12-14.
Kentucky Education Association. Louisville, April 18-22.
Massachusetts Junior High School Principals' Association. Framingham, Mass., April 26.
Michigan Schoolmasters' Club. Ann Arbor, April 26-28.
Mississippi Education Association. Jackson, April 18-20.
Ohio College Association. Columbus, Ohio, April 5-6.
Association of Colleges of South Carolina. Newberry, April 9.
Washington State School Directors Association. Wenatchee. Early May.
West Virginia Association of Secondary School Principals. Morgantown, April 20-21.

Conference

The tenth annual junior high school conference under the auspices of the School of Education of New York University, will be held Friday evening and Saturday morning, April 13 and 14. The Friday evening session will be a banquet meeting held jointly with that of the Eastern States Association of Professional Schools for Teaching in the Hotel Pennsylvania.

For Pan American Day

Teachers desiring help in planning programs for Pan American Day on April 14 should address the Pan American Union, Washington, D.C., for a complete list of material available for programs.

In addition to reprints of project and special Pan American Day teaching aids made available last year to thousands of teachers, there are many new helps this year, such as plays, pageants, suggested programs for concerts, parades, exhibits of Latin American products, and the like. A special issue of the Pan American Bulletin contains many interesting articles and a selection from the literature of each Latin American country, memoranda on such subjects as the evolution of international American conferences, inter-American commercial relations, the flags of the American nations, sketches of great Latin Americans, and dramatic material. One of the pageants is based on the life of Simon Bolivar, the liberator of the northern part of South America, which is most impressive and suitable for a community celebration or for presentation in a large high-school auditorium.

For information or useful material, simply address the Pan American Union, Washington, D.C.

Public Schools Week

California will observe Public Schools Week from April 23 to April 28, giving special attention to the "Charter for Public Education."

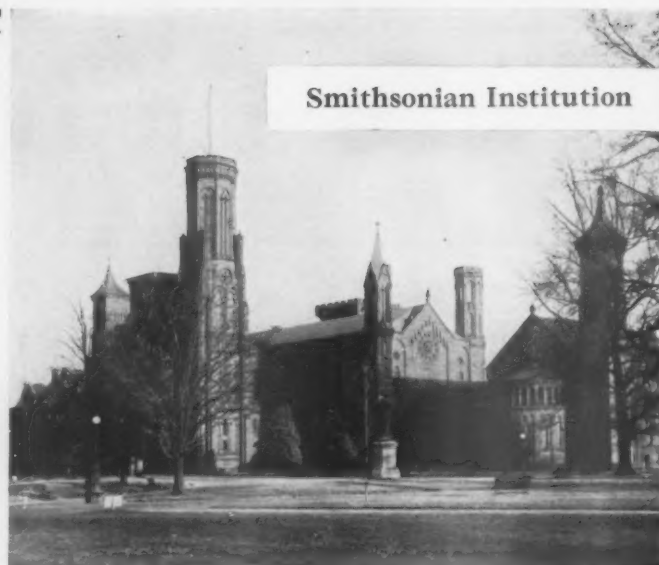
Award

A fellowship affording \$1,000 to be used for graduate study by a Goucher College graduate was awarded to Mary Louise Carlil of Elkridge, Maryland. Miss Carlil, a student at Johns Hopkins University, was graduated with honors from Goucher in 1932.

Summer Session

Mills College, California, announces coeducational summer sessions in art, French, music, modern dances, sports, and creative writing, from June 18 to July 28. Address communications to Mrs. E. C. Lindsay, Mills College, California.

New Government Aids For Teachers



Smithsonian Institution

THE PUBLICATIONS LISTED May be Purchased from the Superintendent of Documents, Washington, D.C. Stamps or Defaced Coins are Not Accepted. If More Convenient, Order Through Your Local Bookstore.

GUIDING the Adolescent. 1933. 94 p. (Children's Bureau publication No. 225.) 10 cents.

Dr. D. A. Thom, director of habit clinics of Boston and director of the division of mental hygiene in the department of mental diseases of Massachusetts offers suggestions for the guidance of adolescent boys and girls which every teacher and parent should read. His discussion falls under the following headings: Physical growth and development; Attitudes toward sex; Adolescence and mental development; the individual as a whole; Some educational pitfalls; The question of work; Learning to use leisure; A social conduct; Evading reality; The adolescent and his companions; and, The needs of the parent. (Health education; Social case work; Sex education.)

Household Employment in Chicago. 1933. 62 p. (Women's Bureau Bulletin No. 106.) 10 cents. (Sociology; Economics.)

Cocoa in the Cameroons Under French Mandate and in Fernando Po. 1933. 64 p., illus. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 148.) 10 cents.

Growing, harvesting, drying, marketing, inspection, and transportation of cocoa grown in the Cameroons. Two maps show the principal towns, roads, and other features. (Geography; Sociology; Economics.)

Price Lists (Free): Finance—Banking, budget accounting, no. 28; Agricultural chemistry and soils and fertilizers, no. 46; Insects—Bees, honey, and insects injurious to man, animals, plants, and crops, no. 41; Plants—Culture of fruits, vegetables, grain, grasses, and seeds, no. 44.

Whole-Time County Health Officers, 1933. 9 p. (Public Health Service. Reprint No. 1585.) 5 cents.

A directory of county health officers by States.

The Declaration of Independence and the Constitution of the United States of America. 1934. 48 p. (73d Cong., 1st sess., S.Doc. No. 79.) 20 cents.

Full text of the Constitution of the United States, as amended to April 1, 1933, together with the text of the Declaration of Independence. Contains a copy of the first seal of the United States and a complete name and subject index. (History; English.)

Construction of Chimneys and Fireplaces. 18 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1649.) 5 cents.

Designed to give the householder and prospective builder a working knowledge of the principles to be observed. (Safety education; Manual training.)

Common Errors in Cotton Production. 1932. 26 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1686.) 5 cents. (Agriculture; Economics.)

Sioux Beadwork. 27 p., illus. (Bureau of Indian Affairs.) Free.

Contents: Introduction, historical statement, bead embroidery, stitches used in beadwork, bead weaving, beads, skins, sinew, designs, moccasins designs, painting, types of bags, colors, summary. (Industrial arts; Sociology.)

Traveling exhibits

Several traveling exhibits illustrating "How Prints are Made" are available for loan from the Division of Graphic Arts, United States National Museum, Washington, D.C. Express charges must be guaranteed by the exhibitor both from Washington and return or to the next exhibitor. Among the processes illustrated and described are the following:

Wood cut	Lithography
Japanese print	Photo-Lithography
Wood engraving	Half-tone
Line engraving	Collotype
Bank-note engraving	Photogravure
Silk stencil printing	Rotogravure
Mezzotint	Aquatone
Etching	Water-color printing
Aquatint	

LARGE EXHIBITS

Exhibit no. 1 contains 124 specimens and weighs 330 pounds boxed. The material is mounted in 12 frames (without glass), 32 inches wide by 48 inches high.

Exhibit no. 2 contains 99 specimens in 25 mats, 28 inches wide and 22 inches high, and weighs 70 pounds boxed.

SMALL EXHIBITS

The material is mounted in cardboard mats 14½ inches wide by 20 inches high, suitably labeled and complete in themselves.

Exhibits 3, 4, and 5, each contains 81 specimens in 24 mats and boxed; each exhibit weighs 29 pounds.

Exhibit 6 contains 79 specimens in 22 mats and boxed weighs 27 pounds.

These six exhibits contain the same information, but the prints are different. Nos. 1 and 2 show a few blocks, plates, and tools. Further information regarding dates, exact routing of exhibits, etc., will be furnished upon application to the Division of Graphic Arts, United States National Museum, Washington, D.C., under the direction of the Smithsonian Institution.

Film

The following film may be borrowed free from the Office of Motion Pictures, Extension Service, United States Department of Agriculture, except for the cost of transportation:

She's Wild. (Forest Service.) (1 reel.) Cowboys on the western cattle ranges with "broncho busting", roping, and tying, and other exhibitions of horsemanship and range prowess at a cowboy gathering; Indian dances.

MARGARET F. RYAN